

## Redundancy rift puts new body in jeopardy

David Jobbins

The future of the new negotiating body for conditions of service for polytechnic and college lecturers is again in doubt because of a continuing rift between employers and lecturers over redundancy agreements.

A tense meeting of the national joint council ended in total deadlock with the employers refusing to agree that the 1975 deal between the Council of Local Education Authorities and the National Association of Teachers in Further and Higher Education could be binding on individual authorities.

The local authority side maintains that the agreement—which provides for a year's notice or retraining—is at best strong recommendations which member authorities are free to observe—or ignore.

And a survey of the 104 education authorities in England and Wales, carried out by the management side that only 33 of the 87 had replied had ratified the procedures locally. Fifty-six authorities

said however that they would follow the recommendations while only 15 made clear they would not.

The issue is to be discussed at this month, but the chances of any moves by the employers towards making the procedures binding are highly unlikely.

The response has done little to satisfy union leaders, who are desperately anxious at the deteriorating situation with more than 300 redundancies among lecturers planned. "Where a national agreement exists, it is not satisfactory for individual authorities to refuse to observe its terms," one senior Nutfie official said.

Nutfie general secretary Mr Peter Dawson complained after the meeting that at an early stage of the NJC's existence, it was apparent that management representatives at national level were unable to "deliver the goods" because of the attitude of "a small but significant minority of authorities."

"If that were to continue it will call into question the whole pur-

pose of the NJC and its chances of success," he warned. "The only rationale for relegating the agreement to an appendix of the codified document was an unwillingness to implement the procedures."

In a tacit admission that some authorities have stepped out of line, the employers agreed to circulate a jointly-drafted circular dealing with Nutfie's repeated complaint that premature retirement compensation schemes are being used to disguise redundancies and evade consultations with the unions.

The circular will advise authorities that implementation of PRC schemes when job losses are needed should follow full consultations with Nutfie on redundancies.

There was total deadlock at the meeting over the insistence by management that lecturers should work a day in lieu of the May Day bank holiday, but agreement was reached on a compensation scheme for lecturers who fall victim to assaults.

## Pay panel heads for trouble

Employers and unions have submitted what appear to be irreconcilable arguments to the pay arbitration panel which meets next week to settle the 1980 public sector lecturers' pay claim.

The local education authorities' evidence to the panel says that unless employers are able to recoup the 4 per cent mistakenly awarded to lecturers for 1979 as a result of the error in the Clegg report, "pay bargaining in future years could compound the already large error into one that would each year be financially insupportable and permanently contentious."

To compensate for the error, the employers have reduced an earlier offer of 1.5 per cent for 1980 to 0.2 per cent.

But a submission to the panel by the National Association of Teachers in Further and Higher Education demands a return to Houghton relativities, updated to take account of earnings increases elsewhere—a package that could give some lecturers increases of more than 40 per cent.

The management submission says that neither side would have made the 1979 agreement, which depended heavily on the reference to Clegg, if they had not been confident that the commission's recommendation would be accepted as they stood.

All parties must therefore now acknowledge the commission's considered view, published as a correction to the report, they argue.

The management underlines the tough financial restraints on local authorities, with the Government allowing only 1.3 per cent for 1980 and price increases between November 1979 and March 1981. Its offer was at the limit of most authorities' resources, it says.

With a renewed warning of the effect on teachers' jobs, they comment: "An award in excess of the capacity to pay will reduce the service in a number of authorities to a level the management panel can only contemplate with dismay."

In their submission, the unions effectively accuse the employers of paying lip service to the Houghton principles while progressively eroding the relative standing of lecturers established in the report.

On the 1.3 per cent offer it says: "Yet again we find ourselves in the extraordinary position where the management panel is consciously making proposals which would deteriorate the salary position of teachers."

"This process is undertaken year in and year out in normal negotiations and is repeated with even greater force when an outside body has sought to rectify the position."

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## Treasury stops grant change

Plans to change student grant regulations to enable more young people to transfer from further to higher education have been blocked by the Treasury on the grounds of cost—although the Department of Education and Science believes the cost would have been only £5,000 a year.

The changes were proposed by the DES following this year's annual review of mandatory awards regulations. They were designed to end the present system under which students under 25 to gain higher education places the strength of further education diplomas do not qualify for awards automatically while applicants with A levels do.

Dr Rhodes Boyson, Under Secretary for Education, said this week at the DES on the local education authorities had regarded the changes as important. "My view is that we want to encourage easier transfer between crafts and academic courses and non-advanced and advanced courses."

But the Treasury has agreed to accept only a small change in the regulations, allowing students who complete their further education courses before the age of 19 to qualify for mandatory higher education awards.

The change is described in a letter to the DES from the Council

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## Persecuted Tomin applies for entry into Britain

Dr Julius Tomin, the Czechoslovak philosopher, has filed a claim for political asylum to leave the country with his family and come to Britain. He has applied for a five-year exit visa.

Dr Tomin has run a series of unofficial philosophy seminars in private flats in Prague for the past three years—the longest running series of open seminars ever held.

In recent months Czech security police have repeatedly broken up the seminars. Dr Tomin and a number of his students have been repeatedly detained and interrogated by police and sometimes violently assaulted.

Dr Kathleen Wilkes, lecturer in philosophy and fellow of St Hilda's College, Oxford, who has organized a series of visits of leading western academics to attend the seminars, said it had now become impossible for Dr Tomin to continue working and teaching in Czechoslovakia. Dr Tomin is one of three Oxford philosophers expelled from Czechoslovakia for attending Dr Tomin's seminars. Dr Tomin has never been charged with any offence and in the past police interrogations have repeatedly urged him to leave the country.

Dr Tomin is now keen to start helping his family. His wife Zdenka, who is a leading Charter 77 spokesman, has been refused jobs and



his elder son, Lucas, who is 16, has been denied a place in secondary school for three years in spite of repeated applications.

Dr Tomin will face numerous invitations to lecture if he arrives in Britain. Balliol College, Oxford, has already invited him to give the Vaughan Memorial lectures.

Meanwhile the Czech authorities have informed a United Nations committee that academics attending Dr Tomin's seminars were expelled because they had previously published material prejudicial to the interests of the country, and because students at the seminars were "not philosophers".

## New study explodes age-old myth of academics on the decline



From Olive Cookson

WASHINGTON

A new study suggests that declining intellectual vigour as retirement approaches may be a myth.

Eugene Hammel, professor of anthropology and demography at Berkeley, and Sandra Smith, the university's senior administrative analyst, analysed the activities of 121 chemists on eight University of California campuses. They concluded that in general intellectual productivity increases with age though the rate of increase slows down after 50.

The study, undertaken for the University of California Task Force on Faculty Renewal chaired by Professor Hammel, completely contradicts Harvey Lehman's influential book *Age and Achievement*, published in 1953, which claimed that

intellectual productivity decreased steadily from the late 30s. According to Lehman, the decline set in particularly early among chemists—in the late 20s.

Hammel and Smith defined intellectual productivity more broadly than previous studies, which generally concentrated on research and publications. They looked at the chemists' teaching, administration, professional activities and university and public service too.

The study says: "Those who do a lot, do a lot of everything. The pattern of decline in research and a shift to teaching and service holds for low, not high, producers. They do less and less with age, but the decline is stronger in research". In other words, the myth of intellectual decline only coincides with reality for academics who were least fertile in the first place.

The crude data shows a peak in the late 1940s when total intellectual activity is plotted against age, but the authors say this apparent confirmation of Lehman's results is grossly misleading. It is due to the fact that each successive generation of chemists joining the University of California faculty has on average been significantly more productive at any given age than the previous one.

Therefore chemistry professors now in their fifties and sixties are more active than they themselves have been. But they are not quite so active as their colleagues in their late forties and early fifties, who are considerably more productive than the previous generation.

Hammel and Smith are planning to expand their analysis to include other institutions and other disciplines.



## Public supports idea of student loans

by Ngalo Croquer

There is little support among the general public and massive disaffection among students and their parents for the present system of student loans, according to a survey published today by the Institute of Economic Affairs.

They found that the public most favoured some form of loan scheme whereas the unconditional grant was the most popular with students and their parents. Nevertheless, the conclusion is that the survey "clearly demonstrates that a loan scheme for meeting some or all of student maintenance costs in higher education would be likely to have the support of a substantial majority of the electorate."

The survey was carried out by Professor Cedric Sandford and Dr Alan Lewis of the University of Bath and Mr Norman Thomson of the University of Adelaide. They interviewed about 2,000 members of the public picked at random and then contacted a sample of students and their parents at Bath and Exeter universities.

The aim was to discover what the different sectors thought about the present means-tested scheme of student support and their attitudes to alternatives.

The students were asked about the effect of a loan scheme on their decision to go to university. Would they have been as willing if there was a loan scheme with the condition that repayments, at a moderate rate of interest, were only required from ex-students in full-time employment with earnings above the national average?

Of those questioned at Bath, 40 per cent, and at Exeter, 64 per cent said they would be as willing. Thirty-one per cent at Bath and 27 per cent at Exeter said they would be less willing and 5 per cent and 4 per cent, respectively, said they would be more willing.

Four options: a means-tested grant, an unconditional non-means-tested grant, student loans, and a mix of loan and grant, were presented. Less than one per cent of the general public, 22 per cent of students, and 30 per cent of parents favoured the present system.

The students' chief criticisms were that they resented being dependent on parents while legally of age, and that grants were sometimes not made up. Parents

also resented being expected to contribute financially over the age of majority.

Thirty-five per cent of the general public preferred loans and in a straight choice between the present system and a loan/grant mix, 56 per cent preferred the latter. According to the survey, "While the preferences of students and their parents were in marked but not unexpected contrast to the views of the general public, the surprise was that support of students and parents for the non-means-tested grant was not higher... the willingness to loan or a loan/grant mix was not as large among students and their parents as might have been anticipated."

The researchers went into some detail in their questions about how a loan system should work. Rather more than half the students and their parents who preferred a loan/grant mix said it should be done on a 50:50 basis and the rest shared more support for a mixture in which the loan element was less than half.

The public and parents, but not students, were asked if loans were introduced, when should former students be obliged to make the repayments. The two options jointly favoured were that repayments should only be made when income exceeded the national average.

A larger proportion of the public felt unable to answer the question, but of those who did, in the main they opted for when the student was in full-time employment.

Questions were also asked about interest. Twice as many parents favoured interest-free loans rather than a positive rate of interest, and this was also the most favoured option among the general public.

The survey is unable to say whether students would be deterred from university if a loan scheme were introduced or a scheme with repayments only when income reached a specified level and with modest interest rates "ought to ensure that no serious student would be prevented or deterred from attending university."

"Grants or loans? A survey on the financial maintenance costs of university students, published by the Institute of Economic Affairs, 2, Lord North Street, Westminster, July, 1980. £2.00.

## Engineers 'must be fostered'

Schools must be helped to recognize and foster potential engineers if the profession wants to acquire recruits with the strongest abilities, the Schools Technology Forum has warned.

In its response to the Finnisson report, the forum points out that the necessary capabilities must be clearly defined and publicised by the profession. "Success in engineering is not synonymous with success in science," it says.

There are many influences on young people's career decisions, a major one being the choice of school subjects. Mathematics and science

often lead to engineering careers but success in these subjects is only a partial indicator of engineering ability. Only creative and technical subjects give a strong indication, although they do not have the status to be part of school curricula.

However, some schools have injected technological subjects into their timetables, the report adds.

"These technological subjects are not vocational, they merely help to develop knowledge appropriate to the society they serve. They are of general educational necessity," the report states.

## Labour document's plan of attack on 'elitism'

New plans to use the university grant system to penalize children from private schools and proposals to end the "elitism" of Oxbridge colleges are contained in a confidential document produced by the Labour Party's national executive committee.

Before being adopted at party policy the document will be debated next week by the party's policy committee and then the full NEC. It may also come up for debate at the party's annual conference in the autumn. The relevant parts of the document are reproduced below.

**Private education.** The primary motive of many parents in purchasing private school education is to ensure their children's educational progress. However, the public school system is not designed to ensure that all children have equal access to education. It is time to consider ways of ensuring that all children have equal access to education. This means that we must ensure that all children have equal access to education. This means that we must ensure that all children have equal access to education.

private schooling would dissuade many parents from sending their children to private schools.

The objection to such a scheme is that it would reduce the independence of young people by penalizing them for their parents' decision and ability to send them to the private secondary sector. Another objection is that the charging of full cost fees to certain groups of students such as overseas students and those privately educated conflicts with the principle that all young people qualified and willing to enter higher education should have the right to a place.

**Oxbridge.** One per cent of Oxbridge students come from private schools and former direct grant schools, although these schools produce only 29 per cent of pupils gaining three A levels. It is clearly unfair to a large number of potential applicants from the maintained sector and has produced an elite which is the view of many commentators is profoundly ignorant of and remote



Number 66 "MASH" and students from Napier College, Edinburgh, emerge through the water jets on the final leg of the Kenmore to Aberfeldy Tay Raft Race.

## Feminism tops at Communist University

by Paul Flaherty

The 12th Communist University of London opens in London this weekend with feminism and women's studies topping the list of courses on offer.

The university, which hopes to attract at least 1,500 people during its nine days' run at the University of London Union, is offering 67 courses with 300 lecturers. It has come a long way since 1968 when 20 students, mostly from the Communist Party, met to provide an alternative to courses in colleges and universities.

This year the university hopes to attract a lot more people who normally work by providing many more evening and weekend debates and courses on a wide range of subjects.

Mr Denis Walsh, the organizer of this year's events, said: "The university has developed from being what amounted to a Communist Party school to a general service for the left. We now want to make the events more accessible to working people as well as students."

One of the reasons for the success of the university is the development of a more open and independent public. Students will discuss current political problems such as Afghanistan as well as studying academic subjects and examining the education system.

"We want to look at selection and discrimination in education, particularly in view of the recent decision by the Government to ask parents to help pay for their children's education, contrary to so many principles of our system," said Mr Walsh.

A last minute effort to promote a discussion on "academic freedom" between Professor Julius Gould, professor in sociology at Nottingham University, author of a report on Marxism working in higher education, and Professor John Griffith, professor of law at the London School of Economics, and member of the Campaign for Academic Freedom and Democracy, fell through. Professor Gould has been critical in recent years in organising an alternative, a University of the Open Society.

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## Aaronovitch sets his style with an attack on the knockers

Mr David Aaronovitch began his term of office as the 39th president of the National Union of Students this weekend with two statements that promise a very lively and varied style of leadership. He attacked the "blinkered and 'knocking' approach of the Government to students and, quite separately, outlined plans to help students dance the night away at the end of the day's political debate.

Politicians and pundits are sapping the morale of students and causing them to lose confidence and steady unremitting pressure on the Government to re-assess its policies on higher education, are found to be two major themes of Mr Aaronovitch's presidency.

He attacked the Government for what appears a simplistic desire to gear education to short-term needs of industry, which could be a first step on the road to a philistine society.

Already the number of 18-year-olds entering higher education since 1972-73 has fallen by 12 per cent and the numbers still continue to fall if the Government does not change its tack, he said. He quoted Oscar Wilde on the society "that knows the price of everything and the value of nothing."

Britain's economic survival can only be guaranteed by more people going to universities and colleges, not less. That's why we want people to stop knocking students," he said.

He repeated earlier warnings that students would not tolerate diminishing job prospects and constant falls in the value of the student grant for much longer. "Some will fight, some will emigrate, and some will simply not bother with higher education at all."

In a different light, Mr Aaronovitch, became the first president to double up as executive member responsible for NUS entertainments, though the advantages are apparent.

Providing entertainment for the 750 affiliated student unions has become an important business for the union. "Most people at NUS with demonstrations and political campaigns. But in fact most of our members regularly attend discos, concerts and film shows than any other activity and it is important that we cater adequately for these interests," said Mr Aaronovitch.

Therefore bidding organizations have been asked to produce a costing methodology, which will not be applied to any particular organization but is suitable for application

at Birmingham University and two leading firms of management consultants.

The idea to offer the work out for tender was instigated by the Macfarland committee. The committee was set up last July to look into the education and training of 16 to 19-year-olds under the chairmanship of Mr Neil Macfarland, minister for state at the DES, and is due to report later this year.

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## DES examines the costs of educating 16-19 year olds

Plans which could revolutionize local authorities' methods of educational provision for the 16 to 19 age group are being examined by the Department of Education and Science this week.

In radical departure from its normal procedure of responding to DES has sought submissions from 10 organizations for work on producing a costing methodology designed to help local authorities assess, in their particular circumstances, the relative costs of alternative forms of institutional organization involving full and part-time provision for 16 to 19-year-olds.

Among the organizations approached to carry out the work, which is to be completed by next June, are Central Council for Education Staff College, the Institute of Local Government Studies

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## 'Servant' tag outlawed at Pembroke

by David Jobbins

A week-long strike has dissuaded an Oxford College from referring to its manual workers as "servants".

A major plank of the agreement which ended the dispute at Pembroke was a declaration by the 350-year-old college that the term would no longer be used verbally or in writing in references to chefs, kitchen staff, porters and other manual workers.

The Pembroke employees, members of the National Union of Public Employees, have also secured a declaration of intent on union recognition and an index-linked pay deal giving them £1.40 an hour for the basic grade from August 1.

They had sought £1.38 an hour from June 1 but were met with a refusal by the college authorities to deviate from the August settlement date.

The agreement reached with a three-man committee deputed by Pembroke's governing body, was described by NUPE's full time organiser for the country, Mr Alf Collier, as a "major breakthrough".

A significant number of colleges were now paying half-yearly increases to their manual workers, Mr Collier said. "There is no doubt about the reason for this," he added. "It is a result of the industrial action we have been taking and the claim we have made that the Clegg award should be a minimum."

He had written to 20 Oxford colleges demanding that the Clegg award should be a minimum. "Most people at NUS with demonstrations and political campaigns. But in fact most of our members regularly attend discos, concerts and film shows than any other activity and it is important that we cater adequately for these interests," said Mr Aaronovitch.

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## Study gives bird's eye view of university research projects

by Robin McKie  
Science Correspondent

It is vital that universities are not seen as mere graduate factories but as centres for their research work which is of critical importance to British society, Sir Alec Merrison warned this week.

Sir Alec, chairman of the Committee of Vice-Chancellors and Principals, was speaking at the launch of the committee's pamphlet, *Research in Universities*, which highlights 25 major research projects now being carried out at United Kingdom universities.

The pamphlet is intended to reveal the diversity of the work of universities and Sir Alec described it as "a bird's eye view of how universities do their research". He added that these projects would have immediate effect on the lives of people in this country.

The work highlighted covers engineering, scientific, medical, and social science research and ranges from noise and vibration studies at Essex University to hepatitis and



Sir Alec Merrison: "Immediate effect".

alcoholic cirrhosis research at Glasgow University and the investigation of liquid crystal displays at Hull University.

A total of 7,500 copies of the report have been printed and these are to be sent to research councils, the University Grants Committee, major industrial companies, MPs and overseas organisations, Sir Alec added.

He said that the pamphlet was not "a neurotic self defence" of university spending. "We depend on the public purse and must account from time to time on how we are spending that money."

He also rejected the suggestion that more detailed accounts of the results of university research were needed to properly justify its use of public money.

"There are no criteria for adequately measuring the productivity of basic research," he added. Research was criticized for its research into the neutron, yet 14 years after it was first used in the development of the atom bomb which has completely changed the whole of human society.

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## Staff stop appointment of registrar

Angry staff at the Open University have blocked an attempt by their council to appoint Salford University's registrar as the OU's new secretary. This comes only weeks after the appointment of Professor John Horlock, vice-chancellor of Salford, as the OU's new vice-chancellor.

Last week the university senate asked the OU council to reconsider its recommendation. The decision, supported by a large majority, was backed by a petition which has been circulating among academic and administrative staff.

It is understood that the recommendation to appoint Mr S. R. Bosworth as the new secretary was made in the usual way by an interviewing board set up by the OU council. Members of the board include Professor Horlock, who takes up his new post next January.

It is believed that administrative staff in particular at the Open University are concerned at the possibility of the new vice-chancellor and the secretary coming from the same institution.

Staff also have their own favourite for the post. It is believed that they have long taken it for granted that the outgoing secretary, Mr Curtis Christodoulou, would be succeeded by his deputy Mr Joe Clinch.

Both men have been with the Open University since before its inception more than 10 years ago, and at present Mr Clinch is acting secretary while Mr Christodoulou is on sick leave. This week the Open University refused to comment on the matter, which was classified by the senate as strictly confidential.

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## Liverpool hostility may save Press

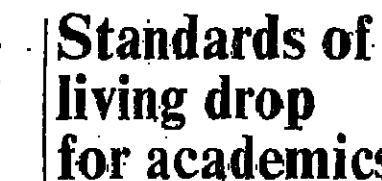
## Engineering design go-ahead

## NELP calls for help, not words

## Keeping a watchful eye on university vandals

## Cancer Fund's £800,000 boost to Edinburgh

# Bill puts 9 per cent on student loans



## Professors face decision on the way ahead

Clive Cookson,  
North American Editor,  
The Times Higher Education  
Supplement,  
National Press Building,  
Room 541,  
Washington: DC 20045;  
Telephone: (202) 638-5765.

## McLuhan culture centre closes but his work goes on

[illegible]

## Go-ahead for registration

The Times Higher Education  
Supplement,  
National Press Building,  
Room 541,  
Washington, DC 20045;  
Telephone: (202) 638-6769.

## Race relations hopes raised

The DSS was carrying out a survey of in-service courses and would be publishing the results and asking for comments after it finished in October.

## Ayckbourn to judge competition

burgh fringe this summer.

## University vandals

new students.



## Overseas News

## EEC adopts common programme

from Paul Flather

BRUSSELS Education ministers from the nine Common Market countries met today for a meeting last week fully committed to a new common education programme, which includes plans to remove all barriers holding up the movement of students between universities and colleges within the EEC.

Student mobility is considered a "fantastically" low by EEC officials: at present 0.5 per cent of all students in higher education in the community come from other member nations.

The meeting, the first at ministerial level since 1976, began with a review of the decision by Britain to allow EEC students to pay the same fees as home students.

The "British example" in promoting cooperation in higher education was then used as a lever to force a commitment on the Belgians who have been reluctant to allow French and German students to take expensive laboratory-based courses in their country and pay home fees.

Both France and Germany operate a numerical closure, or quota system, on the number of medical students entering higher education each year and the Belgians are angry at the number of "refuses" estimated at about 4,000 a year who cross the border to study at the expense of their taxpayers. About 1,400 Belgian students take the same courses.

Under the compromise EEC stu-

dents will get priority to study in Belgium, but the numbers will be kept to "reasonable" levels and the position reviewed regularly. Officials said the compromise removed the last major barrier to student mobility.

The full programme also calls for the mutual recognition of all diplomas and degrees, a common admissions programme which ensures that EEC students face the same entry requirements as home students, a common fees policy, more joint projects and research and more study visits and staff exchanges.

It also tackles three other major areas: the improvement of training and educational opportunities for girls, the production of teaching materials for European studies courses, the promotion of language teaching. There is already agreement on a programme to teach migrant workers and their children.

Although there was political agreement on the programme, expected to cost about £9m over five years, an objection from the Danes has delayed agreement on the budgetary provision needed.

Mr Hywel Jones, head of the EEC education service, described the meeting as a significant step forward. "There was political agreement on all four major points and a commitment to recognise the interdependence of educational institutions inside the community," he said.

Mr Mark Cawthie, Britain's Education Secretary, described the meeting as "amicable and successful".

## Italians face testing time with new language credit

from Uli Schmetzer

ROME Italian students may finally be forced to learn a foreign language if they want to graduate from university.

In a surprise statement this month Education Minister Adolfo Sordi said he intends to promote a degree which would make "a foreign language" a prerequisite for the Laurea (bachelor's degree).

The envisaged language test for secondary education cannot be too difficult. During the study for their degree students must pass only two language proficiency tests. In Italy degrees are awarded after a number of "credits" or examinations have been obtained. For example medicine requires 26 credits.

The minister told the country's rectors he hoped the new foreign language tests could be implemented in time for the next academic year.

General Domenico Fazio, director of general education, immediately pointed out that the tests were an addition to the curriculum and therefore "enriched" on the autonomy of universities. "Think the timing of their introduction had to be left to individual rectors."

"With this measure Italy wants to reach the level of other nations

where for some time languages have been an indispensable requirement to obtain a diploma or bachelor degree," said Signor Fazio.

Although most Italian universities have language facilities, students in other faculties have never been required to take a language. The minister said the new test would be a foreign language at evening courses in one of the many private institutions which have mushroomed all over the country during the past decade. Particularly sought are English classes.

The language test announcement came as academics, unions and politicians hotly debated the final draft of a University Staff Reform Bill which for the first time sets staff into four categories and gives the two lower categories tenure.

The new law which must be ratified before the end of July, has been plagued by controversy over the remuneration of permanent and part time staff. Unions and many academics want more money for permanent staff who, under the envisaged law, will have to work full time at the campus while so-called part-time staff will be permitted to take jobs or posts—most of them in government.

## Campus closed after police arms raid

from Hasan Akhtar

ISTANBUL Pakistan's postgraduate federal university, Quaid-i-Azam, has been closed here by the authorities without explanation.

The university was ordered to be closed following a police raid on June 21. Quaid-i-Azam Students Federation, one of the two main factions, alleged that the raid was conducted under martial law.

According to unofficial but usually well-informed sources the raid was made on the pretext that students had amassed arms in the hostel rooms for a showdown between the right and left-wingers the next day.

While there were some reports of recovery of anti-aircraft weapons and other military equipment, the raid was also a search for arms. The production of teaching materials for European studies courses, the promotion of language teaching. There is already agreement on a programme to teach migrant workers and their children.

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Troubled times have followed the execution of former President Bhutto (left) under the regime of General Zia-ul-Haq (right).

months for the summer holidays in just another few days.

Since the execution of Mr Bhutto, former prime minister, the university has had four non-scheduled closures each lasting from weeks to months. According to university sources the students at the campus had remained suspended for about five months in a single academic year.

The Punjab, Karachi and Sind universities have also been closed during the year of several decisions. A well-informed university official said that students have lost up to two years in severe academic setbacks. The Federal Public Service Commission was compelled to raise the maximum age last year for appearing in its competitive services examinations for senior government posts in view of the disruptions in higher education.

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## Wearing the cap at a tidier angle

Whenever drew up the terms of reference for the Jones group left very little to chance.

The group was to assume that the pool would remain capped. Its job was to devise a method of sharing out the funds from the pool by using a system of unit costs.

A special subgroup was set up under Mr John Bevan, deputy education officer of the Inner London Education Authority, to find a quick way of working a messy repetition of this year's budget figures.

John Bevan came up with two suggestions which now form the main part of the recommendations going to ministers. One was to store the method of rolling funding the pool before it was "capped". This would enable authorities to be compensated at the end of the year for any unforeseen miscalculations which penalized them.

The second proposal was to share the burden of any cuts among local education authorities so that no single authority would face a disproportionate rate increase.

But what about unit costs? Unfortunately for the DES, some officials were in favour of introducing them rapidly, an unlikely alliance of local government members, union representatives and polytechnic directors was determined to thwart any premature unit cost system.

All that John Bevan was prepared to suggest was that an effort could be made to freeze unit costs within individual authorities, so that colleges would not be allowed to raise spending per student from one year to the next. His argument was that any move to the imposition of national spending averages per student would require educational, and hence, political, judgments which the Jones group was not qualified to make.

In its final report, however, the Jones group does pose a more ambitious unit cost system, although it leaves it to ministers to decide between it and the Bevan proposal.

The alternative system would decide on a national average unit cost per student and then give authorities only that much money—or less if their unit costs were lower.

Authorities with unit costs higher than the average would then receive additional money to top up their first allocation, but only if enough funds were left in the capped pool. The effect would be to encourage authorities to reduce their spending per student or risk big cuts in their estimates.

So for 1981-82 the Jones report has given the government a way of "capping" the pool for a second year which should be less capricious than this year, even if the cuts involved are bigger. On the crucial issue of unit costs, however, it has decided to leave the final decision to the politicians.

which entailed the creation of two new quangos costing some £3m, would be expensive and cumbersome. Dr Rhodes Boyson, the higher education under secretary, told Mr Christopher Price's select committee that the DES was keeping its mind open and looking into a variety of alternative methods of funding polytechnics and colleges.

Whether or not a genuine review of the alternatives was indeed under way within the department, the need for some reform of public sector financing had been clear for several years. Existing arrangements meant that colleges were automatically reimbursed from the local authorities' Advanced Further Education (AFE) pool for virtually whatever they spent on advanced courses.

Labour's remedy for this would have been the creation of the Oakes quango to preside over the pool and dole out funds to individual authorities and polytechnics. The Conservative Government's decision to abandon the proposal—already incorporated in the previous Government's stillborn Education Bill—left an enormous policy vacuum.

The crisis which it was hoped the Jones group would be able to solve arose from the decision to abandon the proposal—already incorporated in the previous Government's stillborn Education Bill—left an enormous policy vacuum.

The new Government believed that implementing the Oakes report,

## BRIEFING

AFE pool so that no more than £375m could be drawn out by colleges in 1980-81 was comparatively easy. But because no national machinery existed to adjudicate between rival claims, the DES had to resort to a crude and arbitrary formula to decide how much money individual local authorities could receive.

The result was swinging and capricious cuts. By "capping" the pool at £375m the Government in effect cut polytechnic and college spending forecasts by £20m. Some polytechnics were bailed out by their maintaining authorities through local rates, but more were not. In the case of the North East London Polytechnic, for example, capping the pool raised the spectre of entire faculties being forced to close.

More worrying from the Government's point of view was that some politically sensitive Tory authorities, such as Kingston where the prime minister's wife was a pupil, were plainly unwilling to witness a bloody repeat performance in the 1981-82 budget round. Establishment of the Jones group seemed one way out of the fog.

But what exactly would the Jones group do? Explaining its establishment has encouraged polytechnic directors to push for direct central government funding, and frightened local authorities into forming a higher education body to take over the running of the pool and to decide on the appropriate average cost of running different types of course. A preliminary paper drafted for the group by DES accountants spoke optimistically of devising a fully fledged unit cost funding system in time for the 1981-82 session.

In the event, the Jones group has been able to achieve what it set out to do. It has devised a sensible unit cost system in time to use in the 1981-82 financial round. Instead it has concocted a variety of measures, which could be used to make a reputation next year of this year's pool-capping exercise a good deal less messy and damaging.

Ministers may still be able to put a brave face on what the Jones group has been able to achieve, while the problems facing Dr Boyson have been compounded by the prolonged period of DES in decision.

The absence of clear policy while the department "reviewed" the future of maintained higher education has encouraged polytechnic directors to push for direct central government funding, and frightened local authorities into forming a higher education body to take over the running of the pool and to decide on the appropriate average cost of running different types of course. A preliminary paper drafted for the group by DES accountants spoke optimistically of devising a fully

## Unit costs: practice and principals

by John O'Leary

By now it is more anxious than the college principals to see an allocation system based on unit costs. Their institutions have been among the hardest hit by the capping of the pool and another year of crude calculations would make closures a real possibility.

This year has seen redundancies at a number of colleges and institutions, with others taking up what remains and cutting back considerably on their running costs. The situation is most serious in the former colleges of education, where diversification essential to their survival is endangered.

Against this background, the principals were furious not to be invited to join the Jones group working on a new system for 1981-82.

The Standing Conference has responded by bringing out its own policy statement on methods of distributing money from the AFE pool. Local authority treasurers are accused of misunderstanding the basis of allocation procedures and the system itself is said to favour authorities which make large claims, irrespective of their accuracy.

"There is no justification for using the 1980-81 allocation formula as a means towards a fair division of the pool, especially when the specification of each claim is not considered," the principals insist.

A new system is recommended in which individual claims are submitted for each institution. They would be drawn up by the maintaining authority in partnership with the institution concerned and calculated according to guidelines published annually by the DES.

The Standing Conference wants claims to be submitted in two parts: one assessing essential expenditure required for the continuation of existing courses, and the other dealing with funds for new course developments. The first would be based on expenditure in 1979-80, minus any cuts renewed through declining student numbers or course closures, but plus an allowance for any increase in numbers.

In drawing up the guidelines for claims, the principals want the DES to stress the importance of consultation between institutions and their maintaining authorities. The chairman of the governing body of each institution and the principal or director, together with appropriate senior staff should be involved in formulating claims.

The voluntary colleges should maintain their financial autonomy, the Standing Conference says, but could explore the division of outlays in the same way as those under the local authorities. Any group established to investigate possible new systems should take account of the ways of the voluntary colleges.



## Poisonous fruits of indecision

It was probably always inevitable that a prolonged period of government indecision over the future of polytechnics and colleges would revive those acrimonious disputes between polytechnic directors and local authorities which had come close to wrecking the Oakes committee discussions in 1977.

When the Oakes report was discarded by the new Conservative government both the directors and the local authorities appear to have decided to return to the fray. The polytechnics, angry at the failure of many authorities to top up the cuts emanating from the "capped" pool, mounted a determined campaign for direct central government funding.

Mr David Bethel, then chairman of the Committee of Directors of Polytechnics, believed there was support within the DES for a system modelled on the UGC which could take over the financial management of polytechnics and sever their links with local education authorities.

In May, however, Dr Boyson abruptly put an end to speculation that the government was prepared to countenance change along these lines. He told a meeting of the Association of Polytechnic Teachers that their future, for the foreseeable future at least, remained with local government.

Describing its functions at a recent conference, Mr Jack Springett, education officer of the Association of Metropolitan Authorities, said the problems of funding polytechnics and colleges would be "inexorably" in the creation of a national body with a substantial secretariat.

The higher education group was not yet that body, "although it could say like John the Baptist 'Behold I come to bear witness to that light'."

It is the local authorities, then, who appear to have won the latest round in the battle with their polytechnics. The DES has been forced to collaborate with the higher education group for lack of alternative, and the group's importance has already been augmented in an epoch-making meeting with the UGC. The prospects of a polytechnic UGC not dominated by local government has receded still further.

## Australian academics lose out on home ground

from Geoff Maclean

MELBOURNE Australian universities should consider placing a quota on the employment of foreign academics, according to Professor Ery Gale of the University of Adelaide.

Universities have for years strongly discriminated against Australian, male and female, academic appointments, she claims.

In a survey of the sex, nationality and academic background of staff of 18 of Australia's 19 universities, Professor Gale found that half of academics holding the position of lecturer or above were either born-born or had overseas qualifications. Discrimination against women, Australian or not, was even greater. The proportion of all academics holding the position of lecturer or above were either born-born or had overseas qualifications. Discrimination against women, Australian or not, was even greater. The proportion of all academics holding the position of lecturer or above were either born-born or had overseas qualifications.

less represented, making up less than 10 per cent of the staff at most universities.

Professor Gale, the only Australian female professor of geography in the country, reported the results of the survey in the latest issue of the *Australian Universities Review*.

The survey showed that Australian universities show a preference for holders of overseas degrees and that Australians are prepared to go abroad to further their education and experience.

Professor Gale said she said the apparently preferential system had been maintained for a long time and that whereas immigrants accounted for 27 per cent of the total workforce, they made up more than 40 per cent of academics in universities.

Professor Gale said the survey had found that eight universities in and around Melbourne and Sydney contained the highest proportion of Australian staff.

She believed this was because these universities held a stronger "Australian identity" and were less influenced by colonial policy. These universities had been pressured into appointing overseas staff to maintain "colonial" standards.

By and large, those universities with the lowest number of Australians on staff have the highest numbers of academics from the United Kingdom, she said.

In the newer universities there appeared to be a move away from the United Kingdom to North America as a source of recruitment. This might reflect an overproduction of academics from North America somewhat later than that in Britain, but where will the product of Australia's own local academic growth find employment?

Professor Gale asked. She questioned the wisdom of universities having graduate schools if the people they produce could not get jobs.

Professor Gale said women appeared to be disadvantaged in obtaining academic appointments because of three factors in addition to those usually said to operate against women. Their lower mobility compared with men meant that a high proportion had Australian degrees, they also had more limited access to publication opportunities in overseas journals.

They were more often found in arts type disciplines which appeared to place greater emphasis on the first year of study than did science disciplines.

"I would be unhappy to see the federal government ignore representation on overseas appointments but universities do need to look more carefully at what they are doing."

## Drop in births closes colleges

from James Hutchinson

BON Two of the nine teacher training colleges in the south-west German state of Baden-Württemberg are to be closed by the end of 1983 because of the falling birth rate and the demand for teachers.

Five years ago there were 22,000 students of pedagogics in Baden-Württemberg, now there are 12,000 and the decline is continuing. Of the colleges facing closure, Ludwigsburg was opened in 1965 to help remedy a drastic shortage of teachers. The other at Badmünster is one of the oldest in the country.

The Government of Baden-Württemberg says the colleges are to be used for other educational purposes, mainly for technical training. But if this market for teachers were to change, the colleges could revert to their original use, said a government spokesman.

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The teaching of certain subjects is under fierce attack, particularly in the polytechnics. Peter Beck

## Knowledge of the past that helps to shape the future

The polytechnics have just completed their first decade, a period during which they have moved away from what was in most instances a pronounced scientific/technological bias and have become, it can be argued, more balanced and comprehensive institutions, thereby reflecting more accurately the educational spectrum.

Indeed, a recent suggestion to create four new polytechnics was largely based upon the existence of academic diversity, and implicitly upon a recognition of the significant role built up during the 1970s by both the humanities and social sciences. Thus, by 1978 the CNA's annual report showed that, for the first time, the number of student enrolments for these subject areas exceeded those for science and technology.

In fact, some fear that the polytechnics have swung too far in the other direction, and that the sciences should be centred upon science and technology, that is, upon subjects with an overt vocational content.

Recent reports about the nature of polytechnic teaching have, of course, been triggered off by the pressures deriving from the current political and economic climate, and especially from the fact that such subjects as history are competing for increasingly scarce resources; a further influence has been the downward revision of higher education student targets for the 1980s and 1990s.

"The feeling is that coming, the so-called 'fall' of the polytechnics, has to go. As a result, the vocational argument, having been less prominent, is being pushed forward with a vengeance, thereby compelling all subject areas, including history, to justify their continued role in a modern polytechnic."

Although fiscal restraint is undermining the whole field of higher education, the position of history in the universities appears relatively secure, and the need to justify its role there has actually been regarded as superfluous. However, it is difficult to advance the same claim for history as a field of study in the public sector of higher education, the polytechnics; indeed, even after a decade of development, it is still questioned whether such subjects as history should be represented.

This debate has now assumed added significance for polytechnics, in the face of budgetary reductions, are having to assign priorities to their different activities.

Nevertheless, in practice, history in the polytechnics has since 1970 experienced a dramatic transformation in both quantitative and qualitative terms, because it has been a major beneficiary of the expansion in both the humanities and social sciences.

In fact, until recent developments began to cause question marks against higher education in general, it seemed possible for Robert Murray of Oxford Polytechnic to suggest in 1978 that history, in contrast to the frail state in 1970, was no longer at risk as a polytechnic subject.

Not only is the subject now represented in all of the polytechnics but it is also taught in many instances throughout the college by a relatively large group of historians, who embrace such specialisms as political, economic, art and scientific history as well as education.

One of the distinctive features of polytechnics in general has been the frequent attempt to look beyond the individual disciplines area in order to embrace students' knowledge and understanding, and to create in which history's suitability as a linking subject has often been turned to advantage.

For example, the historian has contributed an historical element to research in such diverse areas of the polytechnic as business studies, economics, political science or sculpture and design. Such developments, while reflecting an appreciation of the intrinsic value of historical knowledge, also depict an awareness of history's architectural quality, that is, of its ability to link together a meaningful, coherent, different disciplines area, and perhaps even to provide a common language.

For administrative rather than academic reasons, no group of polytechnics is likely to be completely self-contained in view of the interconnecting nature of many polytechnic courses.

Undergraduate teaching remains the predominant pre-occupation, but research, such as in the form of postgraduate teaching or by individual staff, is not neglected. In any case, a research role is encouraged not only by the CNA's emphasis upon research as an essential part of degree-level teaching in any subject but also by the intellectual stimulus and personal satisfaction derived from research.

However, the debate about the place of history in the polytechnics continues, especially as the subject's importance in terms of student numbers, degree courses and of research has not been accompanied by the solution of the philosophical uncertainties concerning its role.

Observations respecting the place of such disciplines as history have undoubtedly been fostered by the science/technology base of the colleges of technology from which most polytechnics have evolved, colleges in which the humanities and social sciences were either absent or submerged beneath a concentration upon other discipline areas.

History as a subject seemed incompatible with the alleged educational role of a college of technology, even if in practice many of the latter were not quite as monotechnic as they appeared at first sight (or as the old CATs).

In the event, history was occasionally represented and taught for London University external degrees, while the science/technology content of the subject has been further qualified by the fact that many polytechnics also include former art and teacher training colleges.

Even so, the vocational argument is still used against history, among other subjects, in the polytechnics, particularly in the light of the development of history at the universities in a manner deliberately stressing intellectual rather than vocational aspects.

Unavoidably, history in the polytechnics is assumed by some critics to be similarly oriented, or rather, in the polytechnic context, the orientated. For such critics, who are not only often imbued with a kind of "mechanistic historicist" concept of polytechnics but also prove reluctant to admit that any subject may possess both an intellectual and a vocational value, history has no real place in the future evolution of the polytechnics, except perhaps as part of what is politely called "liberal studies".

In the face of such pressures, among others, historians in polytechnics have sometimes survived through luck and through a process of social Darwinism; for instance, the 1972 and 1974 conferences (in Sheffield) on history in the polytechnics received accounts of history's struggle to survive at Middlesex Polytechnic, while, more recently, for the 1978 Trent conference, Robert Murray referred to the defensive attitude in the siege mentality—adopted out of necessity by historians in some polytechnics.

Perhaps the basic problem confronting the historian concerns the lack of a coherent rationale for his subject in the polytechnic context, although to some extent this is a function of the uncertainty regarding the educational philosophy of polytechnics as a whole.

Even today, a decade after their initial designation, the polytechnics yet to be resolved, and controversy still rages over such issues as the respective priorities of teaching and research, the nature of government control and funding, the extent of academic autonomy, the vocational content of courses, and the proportion of part-time commitment.

The absence of a consensus upon such matters means that the pendulum tends to swing from one extreme to another, and, as a result, some hope for the clarification of the polytechnic's role by a "Robbins-type review".

For example, Professor Philip Bagwell, who chose the subject for his inaugural lecture at PCL in 1974, has attempted to identify a polytechnic type of history through reference to such criteria as a concentration upon teaching rather than upon research, a concern with modern rather than early history, a conscious use of history as a preparation for careers and citizenship, and a service role for colleges in such diverse areas as business studies and science. In fact, for John Salt of Sheffield Polytechnic, this service role is the predominant feature.

But it is debatable whether it is desirable, let alone possible, to do this. As quoted in the universities, a specific type of polytechnic history. Admittedly, there are differences between the two sectors in respect of course aims, content and teaching methods, but differences are often more apparent than real, and are usually ones of emphasis rather than of kind.

It seems unwise, therefore, to place too much reliance upon the alleged distinctiveness of history in the polytechnics, since, by implying that universities and polytechnics are on completely divergent paths, it has unwelcome consequences concerning the future compartmentalisation of the historical profession.

After all, scratch the surface, and one should find a historian underneath, and thus it is preferable, like Clive Church at the Trent conference in 1978, to stress the common ground—for example, the concern with research as a support for teaching, the use of relatively similar teaching methods, the existence of structural similarities in their courses—between the two sectors.

Also, historians in polytechnics, while attending occasional conferences on matters of common interest (e.g. syllabus construction), have not displayed a noticeable tendency to gang together, such as through an off-suggested Association of Polytechnic Historians.

This general lack of contact with relatively little enthusiasm by historians, who seem to prefer academic collaboration through across-the-professional bodies such as the historical association. It is for this reason that many of us who prefer to talk about historians in polytechnics rather than about polytechnic historians.

However, it might be argued that this conclusion, by identifying history in the polytechnics more closely with the intellectual and non-vocational type of history, is a bit to fight back against these attacks and that the only basis for an effective reply is an understanding of the challenge that is coming from various quarters.

The social sciences have always been under attack, from the days of the founding fathers who thrived on criticism from the older disciplines. What is new about the present attack is that much of its force comes from within, from academics who are deeply involved in social science, but who question not only its basic assumptions but its right to exist in higher education in the first place. In this article I will consider the current attack from the right, the long-standing critique from the left, and the vigorous counter-attack which I believe can be made by social science linked with effective social purposes.

Although this is not the place to resort to the historiographical debate about the value of history, any reader of Carr, E. H. Carr or Marwick should conclude that the subject has a role to play in any educational institution, since a training in history offers practice in the research, sifting and analysis of a wide range of source material, the formulation of a reasoned interpretation, and the development of an ability to communicate clear and coherent judgments; such qualities possess an obvious intellectual, social and career value.

Nevertheless, history's vocational content is usually discounted in contrast to the social sciences of, say, aeronautical engineering, and yet its ability "to train the mind" in the sense already referred to is not prepared to be unduly impressed by a range of careers but also by the need for a more flexible part of graduates for greater occupational flexibility, such as to accommodate future structural alterations in the economy.

This quality contrasts with the relative inflexibility and narrowness of a conventional vocational degree, whose vocational value is degraded essentially upon the state of health of the sector of the economy.

Thus, history is in most respects neither more nor less vocational than any other subject, thereby demonstrating that no area of knowledge need be irrelevant to a polytechnic context. It should not be forgotten that history graduates frequently find their way into such careers as accountancy, marketing and even computing quite apart from the more obvious possibilities like teaching and the civil service.

In fact, one survey of industrial employers, which David Sylvester reported upon in *The Times* in 1972, highlighted industry's appreciation of history's value as the "best study" for prospective managers and administrators, precisely because it deals with situations which are recognized at the outset as complex rather than simple, with people whom it seeks to understand rather than to categorize.

In this connection, one is tempted to recall the words of Anthony Crosland's Woolwich speech of 1965, during which he asserted that the polytechnics, when created, would offer degree courses "for students who are attracted by the more vocational traditions—and who are more interested in applying knowledge to the solution of problems than in pursuing learning for its own sake".

History seems an ideal subject to meet this requirement, but also the social needs referred to in the same speech. The social value of history has been particularly emphasized by Marwick, even if the latter, by arguing that present-day societies must be aware of the history of science or technology, might be accused of merely attempting to justify a market for his own talents.

However, his claim that society is constantly calling upon history appears apt in view of such recent examples as the Roman phenomenon, the Holocaust debate, "the French renaissance" in East Germany, and the use of history to explain the Afghan and Iranian problems; ignorance of the past clearly undermines both an understanding of the present, whether it be concerned with domestic or international

events, and a society's knowledge of itself.

In the future, it is clear that the position of all courses within the polytechnics will be subject to closer scrutiny, particularly in relation to such considerations as vocational needs. However, in practice, these criteria are more difficult to apply than is often assumed, since allegedly non-vocational subjects like history do possess a mass, fast career value, while conversely there is no guarantee that a so-called vocational course will continue to fulfil national needs.

On the surface, it appears very easy to state, as did Arthur Suddaby of the City of London Polytechnic in these pages, that non-vocational courses should be pruned in order to transform higher education into forms "more appropriate to the needs of the country and of the individual student".

However, inaudible this objection might sound, prognosis is a difficult business, and who can accurately pronounce either on the future of vocational traditions—or, as what Rhodes Boyson has called, "perceived national needs"—or the matter of which courses are both national and student needs.

This is not meant to imply a science and technology should be actively encouraged, but it should be aware of the expense of technology, including science, academic balance, the needs of the humanities and social sciences.

In any case, it is rather naïve to assume that students denied a place in the history of science or technology will automatically be attracted to science or technology. Suddaby concedes that in the future as in the past, the brightest students will continue to avoid science and technology.

Therefore, there is, and should be, a way forward for history in the polytechnics during the next decade (and after), particularly since history, contrary to a naïve claim, is far from a dead subject. In his recent book on *The Trends in History* (NY 1978) Geoffrey Barrow highlights the

use data from reviews and extra, and makes accusations without evidence. It is tempting to say, as Bernard Crick wrote in a review of the time, "let extremists eat out other (intellectually speaking). The history of the last century has been a series of fights back against these attacks and that the only basis for an effective reply is an understanding of the challenge that is coming from various quarters."

The social sciences have always been under attack, from the days of the founding fathers who thrived on criticism from the older disciplines. What is new about the present attack is that much of its force comes from within, from academics who are deeply involved in social science, but who question not only its basic assumptions but its right to exist in higher education in the first place. In this article I will consider the current attack from the right, the long-standing critique from the left, and the vigorous counter-attack which I believe can be made by social science linked with effective social purposes.

Thus, history is in most respects neither more nor less vocational than any other subject, thereby demonstrating that no area of knowledge need be irrelevant to a polytechnic context. It should not be forgotten that history graduates frequently find their way into such careers as accountancy, marketing and even computing quite apart from the more obvious possibilities like teaching and the civil service.

In fact, one survey of industrial employers, which David Sylvester reported upon in *The Times* in 1972, highlighted industry's appreciation of history's value as the "best study" for prospective managers and administrators, precisely because it deals with situations which are recognized at the outset as complex rather than simple, with people whom it seeks to understand rather than to categorize.

In this connection, one is tempted to recall the words of Anthony Crosland's Woolwich speech of 1965, during which he asserted that the polytechnics, when created, would offer degree courses "for students who are attracted by the more vocational traditions—and who are more interested in applying knowledge to the solution of problems than in pursuing learning for its own sake".

It seems unwise, therefore, to place too much reliance upon the alleged distinctiveness of history in the polytechnics, since, by implying that universities and polytechnics are on completely divergent paths, it has unwelcome consequences concerning the future compartmentalisation of the historical profession.

After all, scratch the surface, and one should find a historian underneath, and thus it is preferable, like Clive Church at the Trent conference in 1978, to stress the common ground—for example, the concern with research as a support for teaching, the use of relatively similar teaching methods, the existence of structural similarities in their courses—between the two sectors.

Also, historians in polytechnics, while attending occasional conferences on matters of common interest (e.g. syllabus construction), have not displayed a noticeable tendency to gang together, such as through an off-suggested Association of Polytechnic Historians.

This general lack of contact with relatively little enthusiasm by historians, who seem to prefer academic collaboration through across-the-professional bodies such as the historical association. It is for this reason that many of us who prefer to talk about historians in polytechnics rather than about polytechnic historians.

However, it might be argued that this conclusion, by identifying history in the polytechnics more closely with the intellectual and non-vocational type of history, is a bit to fight back against these attacks and that the only basis for an effective reply is an understanding of the challenge that is coming from various quarters.

The social sciences have always been under attack, from the days of the founding fathers who thrived on criticism from the older disciplines. What is new about the present attack is that much of its force comes from within, from academics who are deeply involved in social science, but who question not only its basic assumptions but its right to exist in higher education in the first place. In this article I will consider the current attack from the right, the long-standing critique from the left, and the vigorous counter-attack which I believe can be made by social science linked with effective social purposes.

Although this is not the place to resort to the historiographical debate about the value of history, any reader of Carr, E. H. Carr or Marwick should conclude that the subject has a role to play in any educational institution, since a training in history offers practice in the research, sifting and analysis of a wide range of source material, the formulation of a reasoned interpretation, and the development of an ability to communicate clear and coherent judgments; such qualities possess an obvious intellectual, social and career value.

Nevertheless, history's vocational content is usually discounted in contrast to the social sciences of, say, aeronautical engineering, and yet its ability "to train the mind" in the sense already referred to is not prepared to be unduly impressed by a range of careers but also by the need for a more flexible part of graduates for greater occupational flexibility, such as to accommodate future structural alterations in the economy.

This quality contrasts with the relative inflexibility and narrowness of a conventional vocational degree, whose vocational value is degraded essentially upon the state of health of the sector of the economy.

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defends the role of history and Ray Lees that of social science

## future

rapid progress of the subject during the past 15 to 20 years, as demonstrated not only by methodological developments (eg, the use of quantitative methods in the analysis of voting patterns, economic growth) but also by the establishment of close links with other disciplines, which, like science, may appear far removed from history.

This period, of course, coincides with the formative years of the polytechnics, and any survey of these history teaching demonstrates that it has in general advanced in line with the subject's development as well as in a manner designed to meet "perceived" national and student requirements.

Obviously, the initial conservatism characterised of most academic disciplines with its characteristic admission, now down to the general admission of the "new history", although one would anticipate that the historian within a polytechnic, who has already shown a marked capacity for innovation in the context of changing situations, will remain responsive to the continual need for readjustment; in practice, this will necessitate the further development and refinement of links with other subject areas, including science, technology, business studies and international relations, in conjunction with the acceptance of the importance of coming to terms with the "new technology".

In the meantime, the historian in the polytechnics (and elsewhere) must be aware of the need for "accountability" and of Barrow's warning that the historian is not excluded from the need to provide "positive returns" from society's investment in his industry, for "the history of the world will be judged—and history will be judged with him—by the contribution he makes, in cooperation with other related disciplines, in using his knowledge of the past for the shaping of the future."

The author is a senior lecturer in history at Kingston Polytechnic.

## to meet sociology's menace from within

London Polytechnic, called "The case for welding the hatches". In it Suddaby argues as inescapable the need for a contraction in polytechnics of non-vocational courses and lists as vocational applied science, technology and engineering, and economics fall to get a mention in the provost's prognosis.

The assumption behind these arguments is that social science education has diverted too much talent into the so-called "soft" professions, particularly those linked with social welfare. The welfare state is seen as parasitical on the economic system by the radical right, a burden that undermines incentives to work, and that drains high social benefits or indirectly through taxation, weakening the work ethic, discouraging self-help and undermining fundamental institutions such as the family.

The role of social science, including its support of the welfare state, has also been attacked by some of the radical left. The critic of this attack argues that teaching and research in the universities is overwhelmingly geared to buttressing the existing social system, a system that is itself unjust, exploitative and in crisis.

Conventional social science is the product of, or becomes subservient to, bourgeois ideology, a set of beliefs and values which act to preserve and legitimate our particular social system. This approach acknowledges that the state has control over the allocation of resources, including the kinds of resources that provide for the maintenance and reproduction of the labour force, such as housing, health, education and social services, but argues that these operate to preserve and perpetuate the existing social order. Social science, therefore, the handmaiden of the capitalist system and serves to maintain it.

Thus, when we in the social sciences help to train people for the welfare professions in health, education, planning and social services, we in fact, it is alleged, are

helping to forge the agents of social control. Welfare institutions do help resolve societal strains and conflict, but they do this by upholding, interpreting and making the rules of the game.

Thus, in social work, for example, the professional effort is to achieve a better balance between the individual client and his environmental and to sometimes re-socialise rule-breakers or deviants—acting as what have been called "soft cops", that is, policemen without truncheons.

The typical research career of academics has also been attacked in a similar way, particularly those social scientists who have operated with their "eyes turned downwards", and their palms upwards—getting money from government and other establishment sources in order to study the activities of the lower classes and in order to identify the precise nature of so-called "social problems", and so as to advance their own academic careers.

"Thus much of social science is under attack from radicals to the left and to right, but it also seems likely at a time of cuts in public spending, that other people will be increasingly asking questions such as why study the social sciences?"

It is significant to note that both Seldin and Suddaby propose changes that they hope will reduce freedom and shift student choice towards the applied sciences. Seldin argues that student grants should be replaced by loans because "more financing of students by themselves or by parents or working", and Suddaby by "slicing that making non-vocational courses less available

the number and "the standard of entrants to applied science, technology and engineering" courses would inevitably improve."

A second answer to the questions that we have posed should certainly be that the social sciences provide a good liberal education; with their aid students should understand better the operation of the society in which they live and perhaps to be better people as result.

A scholarly understanding of the different approaches of the social sciences, its methods, achievements and limitations provides an introduction to an area of human endeavour that is worthy of study for its own sake.

Knowledge insights and skills from the social sciences are relevant to activities like social work, planning, teaching, administration, journalism—indeed, also in commercial subjects such as management, business studies, marketing and engineering—and can lead to better performance in these fields. That is a third answer to the question "why social sciences?"

It is relevant to the work that our graduates might, subsequently undertake and to many of the professional activities taught in universities and polytechnics.

Which brings me to the fourth answer to the question "why promote the social sciences—teaching and research—in higher education?" For it would for me be in the most desirable way of making decisions, it is important to point out that the social sciences of the 1980s and 1990s have occurred because students have chosen to take these courses.

It would be most short-sighted if, because of a temporary emphasis on the need for commercial and industrial relevance, social science resources were to be dismantled in the polytechnics. These resources are indeed relevant to our present and future practical concerns.

It may be the case, as the media is constantly suggesting, that the future of society will be moulded by the silicon chip and the robot car maker and certainly higher education should provide the skills essential for this development. But if this future is realized, industry will be more technologically and less labour-intensive, leading to increased leisure; fewer opportunities for work in the sense of being employed by an employer and a likely demand for more services and helping professions.

The polytechnics, besides being concerned with technological and commercial skills, therefore, have an equally valid role in providing for perhaps enforced leisure time, informal work patterns, and the concomitant social and economic problems that may well be thrust upon the population in the near future.

This is in line with one of the original ideals of the polytechnics when they were established in 1966

to offer a comprehensive form of higher education that would be partly rooted in the needs of local communities. There is little evidence that this has happened to a significant degree. Instead there has been an "academic drift" towards the conventionalness of universities, though probably done less well.

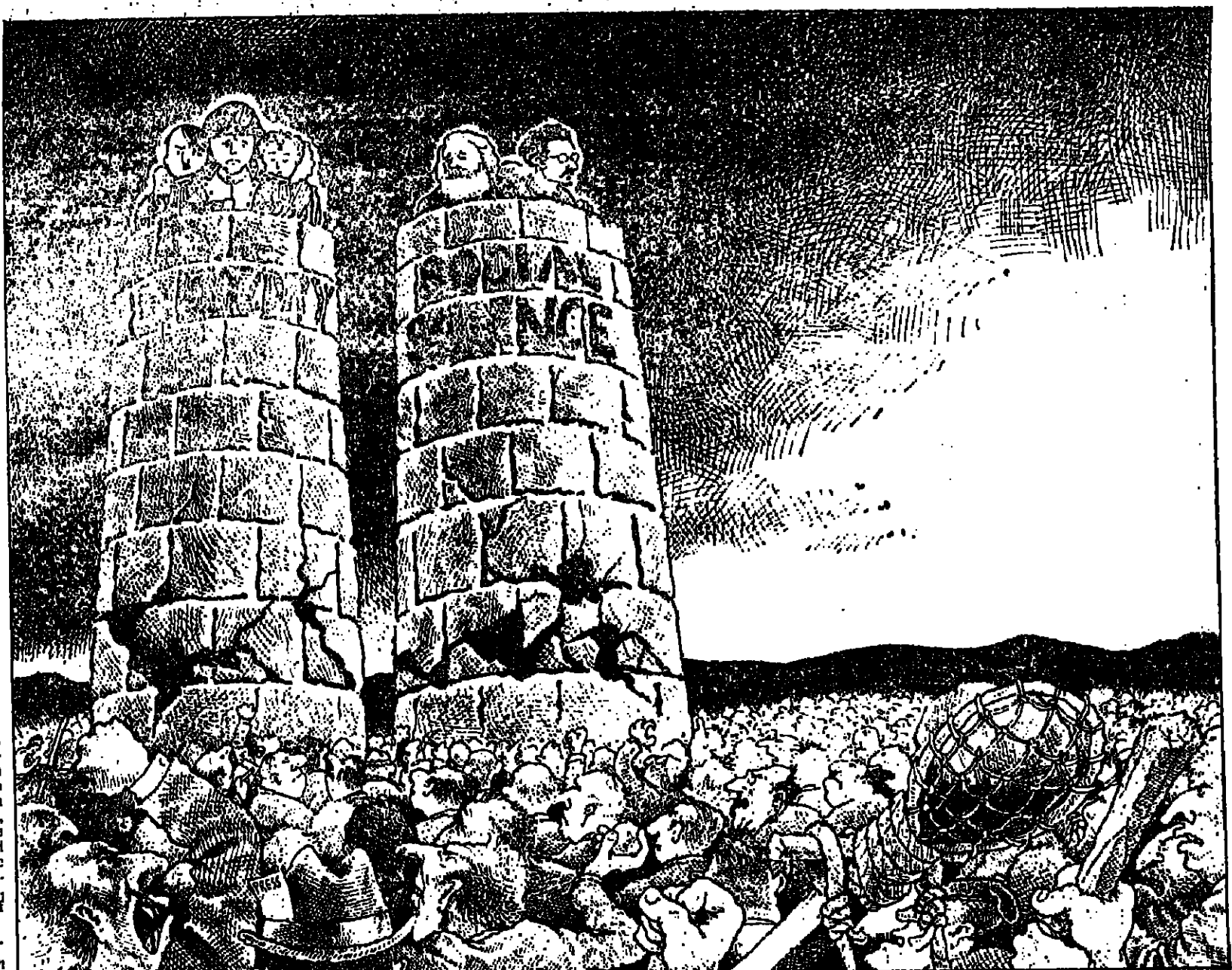
Rather than close down social science departments in polytechnics, it is time to reassert our social purpose in teaching, research and consultancy activities. We should do this by offering more courses with open recruitment and more practical purpose, and also by offering consultancy and research support to workers and local people—community groups, voluntary organizations and others—who are seeking to enhance a growing economic, social and leisure opportunities.

Let radicals of the right support such activities as promoting "self-help" and let the left endorse this activity as "conscientisation". It remains an important social role that social sciences—empirical, pragmatic and critical in orientation—could, indeed should, perform from a polytechnic base.

No doubt this article is itself an example of polemical argument, I know that I have simplified the nature of the arguments from both the left and the right, but I have done this in emphasis the sometimes "self-inflicted" damage of this debate, particularly when it tends us to forget, and non-social scientists in but unaware of, our common concern with the importance of methodology and the rigorous undertaking of research into the nature of society.

There is always a disparity between aspiration and reality in social systems. Social science has a most important role to play in enhancing social effectiveness whilst exposing social failures, and in communicating and enhancing the process through the educational system.

The author is head of the department of social science at the Polytechnic of Central London.









## BOOKS

## Philosophers and the family

Women in Western Political Thought  
by Susan Moller Okin  
Princeton University Press, £13.60  
and Virago, £4.95  
ISBN 0 691 07613 8 and 86068 159 9

"I thought I saw two people, but it was only a man and his wife." In classic Western political theory, as in this Russian proverb, the woman is there within the field of vision, but either the gaze is focused exclusively on the male, or the female is denigrated by being defined functionally—as a "wife," a "mother" or a "daughter." In this book Professor Okin makes the focus of attention the female figure who existed as a blur on the edge of the philosophers' field of vision.

Political theorists build their systems on a conception of human nature; but, she argues, nature is defined differently for men and for women. To determine man's nature the philosophers asked "What can man do?" but to determine woman's nature they asked "What is woman for?" The "nature" of woman in these theories is a prescriptive and descriptive construct of what woman does and ought to do in society. Theories of woman's "nature," like theories of men's "nature" and sexual morality, are primarily a function of the philosophers' views on the family, she claims. If the family is conceived of as "natural or essential" to society, then it becomes woman's "nature" to fulfill the reproductive and nurturing roles required in it. Where the family is dispensed with, woman is no longer defined in terms of her role in it and is treated as man's equal.

There is much to criticize in Okin's book; but this is because it is a rich and suggestive attempt to explore a relatively uncharted field. Okin takes four philosophers as

case studies, and concludes by drawing parallels with functionalist thought about women in contemporary psychology, sociology and (mainly American) law. Of the four philosophers Rousseau is thought to merit four chapters, Plato three, Aristotle one, and J. S. Mill merely a half (by the time precursors and influences have been noted).

Okin successfully uses her thesis about the family to reconcile the apparent contradictions between the feminism of Plato's *Republic* and the conservatism of his later *Laws*. In *Republic* women's nature and rights are defined in terms of their function as guardians in the ideal city where the family has been abolished; in *Laws* they are defined by reference to the second-best city where the family has been retained. Okin's thesis also illuminates Aristotle's treatment of women. Whereas Aristotle's woman has been seen as simply an imperfect man, Okin emphasizes his completely different treatment of man and woman—her nature is defined in terms of the servicing of males in the family. The chapters on the Greeks are enriched by remarks on the anti-woman bias of recent Platonic and Aristotelian scholarship and by discussion of the family in ancient Greece.

The chapters on Rousseau are stimulating but less incisive. Okin has been seduced by his paradoxically into a too textual (and rather repetitive) consideration of his doctrines. The lack of information on the difference between the contemporary and eighteenth-century family leaves an exaggerated impression of the extent to which Rousseau supported the status quo; his remarks on the "natural" woman and her role in breast-feeding and housework are addressed to the eighteenth-century aristocratic women who performed none of these functions. More seriously, Okin fails to show that attitude to the family is the key to Rousseau's strictly chauvinistic remarks on women.

Rousseau may well define woman functionally; but the question remains whether for him woman's function is primarily determined by his attitude to family roles or by his own warped sexuality.

In contrast, Mill is treated too cursorily. Okin's criticism of him for occasionally falling into the functionalist trap of defining women's "nature" in terms of family roles is persuasive. In general, however, Mill is seen to transcend functionalism: he maintains both a radical position on the question of women's rights and a conservative position on the family and women's support. On the family and woman's support and unpaid role within it, Okin sees these two stances as inconsistent; and it is thus Plato (rather than Mill) who emerges as the hero of this study. To my mind Okin is too kind to Plato. Republicanism is "the only place in political philosophy where women are already included on the same terms as men"—although Okin's selection of philosophical case-studies is far too selective to substantiate this conclusion. But Plato treats men and women as equals only in so far as both are defined functionally in terms of their roles in the city. Ultimately Okin seems to object less to functionalism in general, than to the assumption that family roles define woman's nature.

The concluding chapters on functionalism in contemporary thought are readable and interestingly controversial; but they are also sketchy and neither particularly original nor compelling in argument. The choice of Erik Erikson and Talcott Parsons as "the century's Rousseaus" (the mature century's Rousseau) seems arbitrary in the extreme, and highlights the general problem concerning the rationale behind the choice of case studies behind the book from the introduction on. A follow-up on the anti-woman bias of contemporary political theory, so ably begun in the chapters on the Greeks, would have seemed a more fitting end to this book. The final chapters do not live up to the promise of the beginning. Nevertheless, as one of the first extended treatments of women in political theory, this well-written and valuable book deserves to succeed.

Christine Battersby

Dr Battersby is lecturer in philosophy at the University of Warwick.

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Edward Arnold

41 Bedford Square, London WC1B 3DQ

## Power and its symbols

Evita Perón: the myths of a woman  
by J. M. Taylor  
Blackwell, £7.95  
ISBN 0 631 11471 8

Few women have attracted as many myths as Evita Perón. The earliest and simplest, dating from the rise of Peronism in 1945, was the opposition myth of Evita the 'Tart'. In this she was a figure of fun, a talentless showgirl who used sex to snare Perón, and her subsequent position to grab all that was going. Its simplicity and materialism reflected the fact that at this point the real threat seemed to come from Perón and his inner backers. Ridiculing Evita was just another way of belittling her husband during a tense election and in the uncertain months that followed his victory.

But it was not long before Evita began to be seen as a threat in her own right and Evita the Tart hardened into Evita the Whore. Her growing power was now put down to intense sexual magnetism, and no longer to her role as a political power she enjoyed as First Lady. Evita the Whore was also given more complex motives and her love of display was no longer attributed to a naive and vulgar greed. To the haute bourgeoisie of Buenos Aires (whose myth this Evita rather than Perón was a calculated rejection of their tradition of restraint. It was also, and more dangerously, the means by which they believed she was able to co-optate the Peronist masses.

In the final stage her power had grown to the point where sexuality and motive were different again. Now she was Evita the Macho, an asexual bitch goddess whose power came from her relentless ambition and from the ruthlessness and guile with which she intrigued in the inner circle. Increasingly, it seemed that it was Evita rather than Perón who lay behind the stridency and intransigence of the regime. To anti-Peronists the reasons were clear. Driven by memories of the poverty and prostitution of her youth, her megalomania led by manipulation. Evita was now determined on the elimination of the traditional oligarchy that had for so long dominated politics and society.

Peronist myths about her are simpler but parallel those of the opposition. At first she was an entirely secondary figure. Young, beautiful and spontaneous she gave style and charm to the regime but her popularity was seen as derivative. As time passed this was devel-

oped into the image of Evita the Good. Now throwing herself into work with the masses with a dedication that was eventually to kill her, she came to stand for Love, Abnegation, and Hope, a feminine counterpart to the celebration of Perón. And after her death she was virtually sanctified by the propaganda machine. The final myth was developed in the 1960s by the Peronist Left as part of its attempt to salvage something from the conservatism of orthodox Peronism. Now she was Evita the Revolutionary, a powerful, radical and masculine figure—"Si Evita viviera, sería Montonera".

The inversion in the two sets of myths indicates that they were attempts to come to terms with real changes in Evita's political role. She was always careful to endorse the subordinate position put out in official propaganda but there is no doubt that by the time of her death she had carved out a formidable empire. By then she controlled a major publishing network, had supplanted the tradition of patronage and good works with the extensive welfare provided by the Eva Perón Foundation, had established the Women's Peronist Party and had secured female enfranchisement. But the true significance of her power over Perón, her "radicalism", and her relation with the masses remain obscure.

Julie Taylor would argue that these questions are unanswerable and also less interesting than the myths themselves. Two conclusions are drawn. The first is that on both sides there were middle-class myths intended to explain a presumed hold over the masses and employing the traditional language of class and national debate. To anti-Peronists Evita symbolized the eruption into political life of the old creole and barbarian tradition. To Peronists she stood for the downfall of elitism and conservatism. The second conclusion is that when Evita was powerless she was either tart or mere adornment. As her influence grew she became whore or mother. When she became a power in her own right she became a man. This is an original and stylish account of the relationship between political power and sexual symbolism.

Walter Little

Dr Little is lecturer in Latin American politics at Liverpool University.

## Women who didn't stay at home

Women in Revolutionary Paris 1789-1795: selected documents translated with notes and commentary, edited by Darlene Gay Levy, et al  
University of Illinois Press, £15.50  
ISBN 0 252 00409 4

The number of subjects for historical investigation can be doubled by the simple addition of the words "women and" or "women in". The question here is whether women played a sufficiently distinctive role in revolutionary Paris, to justify a sizeable volume on the theme. The three editors of this collection of documents clearly have no doubts and emphasize not just the traditional role of women in reinforcing the economic demands of their husbands—the most famous example being the October Days when the women marched on Versailles to bring back the Baker's wife and the Baker's boy (Louis XVI, Marie-Antoinette and the Dauphin)—but also the question of ideas which would later be called feminism.

This traditional role has been charted many times in the numerous works on popular politics during the Revolution. However, the editors of this anthology do provide interesting illustrations of the fact that many women lost by the Revolution. One group, the flower-sellers, even lost by Europe's anti-slavery legislation and published the *National*

Assembly to restore their monopoly. And women's trades (often luxury trades) often suffered from the decline of the nobility and the emigration of many of its members. There are examples of women who regretted the *ancien régime* and one says, that for every Mme Defarges there is at least one Charlotte Corday?

Women's specifically "feminist" demands ranged from the less controversial, such as the right to equal inheritance and divorce (which were granted), through the progressive, like the right to the vote (which was lightly dismissed), to the bizarre, like the right to list in the armies and barracks. Unfortunately for these proto-feminists their political context was one of total war where the martial virtues were pre-eminent and they were driven to claiming the same as men. One could only get as much mileage out of Jean de Artois otherwise one had to fall back on the weak argument that the existence of the Amazons had only been doubted because of male arrogance.

The climax of women's organized political involvement in the Revolution came with the Society of Revolutionary Republican Women which functioned between May 10 and October 30, 1793. At first the society supported the orthodox Jacobins but later identified itself with the more radical elements known as the *Enragés*. Was this shift of policy due merely to the liaison (and later marriage) between Pauline Léon and the *Enragé* Leclerc? We are not told,

and, in general, more could have been made of this the most distinctive phase of women's politics. At all events, the *National Convention* dissolved the society on September 30, 1793, the same day that it declared emergency government for the duration of the war. In its report, the Committee of General Security observed that the women's place was in the home—at least during the Revolution.

In conclusion, it must be said that the editors go far into the error almost inseparable from the examination of the origins of any movement—of exaggerating the contemporary importance of their theme. However, their exaggeration is nothing compared with the Marxist searching with a magnifying glass for the proletarian-bourgeois conflict in pre-industrial Revolutionary France. And the book should be read for its well-defined theme and publication of new material.

One final point, though. Given that the editors are confining their attention to the political role of women in Paris between 1789 and 1795, can they afford to omit Mme Roland, Charlotte Corday, Thérèse Cabarrus, 'Our Lady of Thermidor', Dr. Idelette Marie Antonette and the King's sister, Madame Elise?

John Hardman

John Hardman is lecturer in history at Edinburgh University.

## BOOKS

## Our responsibility to protect

The Common Ground  
by Richard Mabey  
Mutchlison, £8.95  
ISBN 0 09 139170 9

The management of renewable natural resources with economic or social value, such as trees and game, has a history reaching back into prehistory. On the other hand, the idea of protecting complete wildlife communities is less than a century old, and modern conservation in Britain only really began with the National Parks and Access to the Countryside Act of 1949, which also created the Nature Conservancy and gave statutory recognition to the concept of wildlife as a resource. At much the same time, powerful forces were changing rural land use practices. Lacking the power to resist and sometimes lacking the conviction too, the main conservation bodies responded by retreating into their increasingly isolated nature reserves rather than striving to defend the common ground of natural beauty throughout the countryside.

It is only recently that the situation has shown signs of change. With keen media interest, growing Parliamentary concern, and huge support for nature conservation flowing into the voluntary sector—the Royal Society for the Protection of Birds recruits a thousand new members every week. As resources grow, so does self-confidence: past failures are analyzed and new solutions sought. Thus the Nature Conservancy Council approached Richard Mabey to write about nature conservation as a well-informed outsider, so that public debate on the issues could take place on a more informed basis.

In the first part of *The Common Ground* the author considers individual attitudes to nature, ranging from the relationship between man and his roots, through the enthusiasms of those to whom nature is an absorbing hobby, to the indifference of most of those to whom it is not. Inevitably he reaches the conclusion that "we are in charge" and that, having the power to destroy, we have the responsibility to protect. Unfortunately, this does not get the conservation worker anywhere. He is familiar with the ethic, but all too familiar with its inadequacy when the chips are down: the practical arguments for protecting resource material or natural beauty—call it what you will—must be the found.

Some of these arguments appear as the author moves on to consider the ways in which forestry and agriculture have shaped our natural history and, until recently, sustained our natural heritage. The material included here is interesting if fairly familiar: the subtle and complex systems by which land was managed, without the aid of massive fossil energy inputs, for the production of food, timber and many other requirements (including recreation) remain matters for fuller and often far more detailed study by those involved in the management of nature reserves today. It is a pity that, when he moves on to consider modern systems, Mabey's interest wanes. It is vital to understand and discuss—in some cases to expose—their causes and methods, their costs and benefits. If we are to replace them with something better and to avoid making similar mistakes in the future.

John Andrews

John Andrews is head of the conservation planning department at the Royal Society for the Protection of Birds.

## Geophysical motions

Geophysical Fluid Dynamics  
by Joseph Pedlosky  
Pyringer, DMY7.50  
ISBN 3 540 90368 2

As I am going to cavil, let me say at the outset that I found this book interesting, authoritative, well organized, and mostly clearly written. It will become one of the more used books on my shelves.

Why then should my enthusiasm be qualified? Basically, my quarrel is with the title—and with parts of the blur and preface. A reviewer should be careful not to criticize a book just because it is not what he had expected, but I think in this case the problem goes deeper. If the title had been, say, *The Theory of Quasigeostrophic Flows*, it would probably not have been thought appropriate for review in the *TES*, and this book has come out at a time when a warning of its specialized character may be particularly necessary.

The study of those aspects of the flow of liquids and gases that are relevant to the motions of the atmosphere, the oceans, the Earth's

interior, and other planets has in recent years gained prominence in teaching and research. It is just at a stage when textbooks would be both expected and welcome. It can but make for confusion that the only book (as far as I know) on geophysical fluid dynamics should omit all of such diverse and important topics as thermal convection, double-diffusive phenomena (curious oceanographic consequences of density depending on both heat and salt), turbulent boundary layers (as at the Earth's surface), and mountain waves.

To many people, the fascination of geophysical fluid dynamics comes from the interplay of mathematical theory, laboratory experiments, and natural observations. Pedlosky's book is concerned with the first. It omits the second totally, though experiments have contributed significantly to some of the topics treated. Meteorological and oceanographic observations are mentioned quite frequently, but there is no systematic survey of the available information. Anyone using this book to discover the "flavour" of geophysical fluid dynamics may thus be misled. Some may be attracted by the subtlety

and elegance of the mathematical methods, but more may be put off by the abstractions.

The book is actually a detailed account of the principal mathematical methods used to analyse the large-scale circulation of the atmosphere and oceans in the non-equatorial regions. Some of the material is advanced enough to be of use to a research monograph, and this is where it will probably find its principal success. It claims to be a student text and contains introductory material. Certainly, any student intending to specialize in this branch of meteorology and oceanography will find the book invaluable, but he will need other sources of information if he is to gain a real appreciation of all aspects of even this restricted branch. I am not saying that the book should have attempted more (it is 600 pages long) but I do feel that it should have claimed less.

D. J. Tritton

D. J. Tritton is senior lecturer in the department of geophysics and planetary physics at the University of Newcastle upon Tyne.

## Plain and simple language

Ten Statement Spiral BASIC: from calculator to computer  
by Richard E. Mayer  
Collier-Macmillan, £6.95  
ISBN 0 02 471560 3

BASIC is the most widely used introductory programming language, and is thus a tempting area for a publisher (or author) looking for substantial class-adaptations. As more and more books compete for this market, newcomers are faced with the problem of doing something that will make their offering stand out on the bookshop shelves. The title of the book under review (and the admirable network of the cover) assure that it will be noticed. "Ten Statement" is not unexpected—BASIC is after all a very simple language—but "Spiral"? What can Spiral BASIC be? The preface explains that Spiral learning is based on the student's mastering each concept before going on to the

next. It hadn't occurred to me in 20 years of teaching that there was any other way of successful learning, but that's by the way. (I still don't know, however, if an essentially linear process is described as spiral.)

Turning to the body of the text, the author has chosen to exploit the ambiguity of the pocket calculator by presenting the BASIC terminology (or author) looking for substantial class-adaptations. As more and more books compete for this market, newcomers are faced with the problem of doing something that will make their offering stand out on the bookshop shelves. The title of the book under review (and the admirable network of the cover) assure that it will be noticed. "Ten Statement" is not unexpected—BASIC is after all a very simple language—but "Spiral"? What can Spiral BASIC be? The preface explains that Spiral learning is based on the student's mastering each concept before going on to the

non-numerate disciplines will be less enamoured of this approach.

The features of BASIC are introduced in a very clear manner, with plenty of illustrations and examples. The text is well presented with a "do-it-yourself" exercises (part of the spiral learning process): space is left for the solution to be written in, but as a model solution is given just below, even the most conscientious student will find it difficult to avoid the temptation to peep. Although admirably clear, the exposition moves at a very slow pace. My estimation is that although the book would be very suitable for use in schools, or by the student working alone, teachers in UK universities might prefer something with a bit more snip, crackle and pop.

David Barron

David Barron is professor of computer studies at the University of Southampton.

## Methuen Library Reprints

WOLFGANG CLEMEN  
CHAUCER'S EARLY POETRY

'Professor Clemen's real understanding of medieval literature, his critical insight and unobtrusive learning have given us a most illuminating and readable book which adds much to our knowledge of Chaucer's early poetry'. *English*  
224 pages: Hardback: 0 416 74370 6: £13.50

WOLFGANG CLEMEN  
ENGLISH TRAGEDY  
BEFORE SHAKESPEARE  
The development of dramatic speech

'Here, in good English translation, is Professor Clemen's *Die Tragödie vor Shakespeare* a work of exact scholarship that has already established itself as the best book on the subject and from which the study of Shakespeare will also benefit'. *Essays in Criticism*  
304 pages: Hardback: 0 416 74380 3: £16.50

D C MUECKE  
THE COMPASS OF IRONY

This work constituted the first comprehensive and detailed study in English of the nature of irony. D C Muecke draws on a wide range of authors, with special reference to Musil, Diderot, Schlegel and Thomas Mann.  
288 pages: Hardback: 0 416 74360 9: £15.50

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THE STUBBORN STRUCTURE  
Essays on criticism and society

In this collection of great distinction Professor Frye is concerned with the theory and practice of criticism. The first selection, 'Contexts', addresses itself to the theoretical and the second, 'Applications', consists of a series of studies of individual authors.  
328 pages: Hardback: 0 416 74400 1: £17.50

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EARLY IRISH SOCIETY

Kathleen Hughes gives a vivid account of the problems which arose when the organization of the Christian church, imported from the urban bureaucracy of the Roman Empire, had to be adapted to the social structure of early Ireland.  
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Sir Edwin Chadwick was the most influential of the Victorian social reformers working within the civil service and, through this biography of him Professor Finer has been able to give a startling account of early Victorian administration, as seen from the inside.  
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ALEXANDRE KOYRÉ  
THE  
ASTRONOMICAL REVOLUTION  
Copernicus, Kepler, Borelli

In his studies of the three great astronomers of the sixteenth and seventeenth centuries, Dr Koyré traces the development of the revolution which so drastically altered man's view of the universe at that time.  
532 pages: Hardback: 0 416 74410 9: £19.50

All prices are net in the UK only











## Polytechnics continued



ROBERT GORDON'S INSTITUTE  
OF TECHNOLOGY, ABERDEEN  
SCHOOL OF HEALTH VISITING

## LECTURER

Health Visitor Tutor's Certificate or Nurse Teacher/Teacher's Certificate or relevant degree with appropriate experience required for Health Visitor courses and opportunity for participation in other courses and development of new courses.

Salary range £5,905 to £11,207 per annum.

Assistance with removal expenses.

Details from Secretary, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR (0224 574511).



GLASGOW COLLEGE  
OF TECHNOLOGY

The Glasgow College of Technology, a major polytechnic institution of higher education, invites applications for the following posts:

## LECTURERS

**HEALTH AND NURSING STUDIES** (Diploma Nursing Studies, Senior Lecturer). To take charge of the Health Nursing Training and help with the coordination of post-graduate training courses within the College. Good experience in administration and teaching required, and an understanding of the place of nursing education in the general education of the community. Position of Senior Lecturer, Health Nursing Studies, Glasgow College of Technology, Glasgow G4 0BA. Applications should be sent to the Secretary, Glasgow College of Technology, Glasgow G4 0BA, to whom completed forms should be returned by 14th July 1980.

## MARKETING, LAW, A

To teach on Diploma and Degree Courses at undergraduate and post-graduate levels. Applicants must be graduates preferably in Marketing, Law, A, or Economics.

## PUBLIC ADMINISTRATION, Lect. A

Applicants should have a degree in Public Administration or a related subject and preferably a higher degree and/or a post-graduate certificate in Public Administration. Experience in teaching and/or research would be an advantage.

## BIOLOGICAL SCIENCES, Lect. A

Applicants should have a degree in Biological Sciences and preferably a higher degree and/or a post-graduate certificate in Biological Sciences. Experience in teaching and/or research would be an advantage.

## SALARIES

Applicants from September 1980.

SENIOR LECTURER, A, £11,207-£12,176 (Duties £11,207).

LECTURER, A, £5,905-£11,207 (Duties £5,905).

Placement on the salary scale will be given for relevant experience. Forms of application and further particulars can be obtained from the Glasgow College of Technology, Glasgow G4 0BA, to whom completed forms should be returned by 14th July 1980.

EDWARD MILLER, Director of Education

## LIVERPOOL POLYTECHNIC

DEPARTMENT OF FINE ART

## HEAD OF DEPARTMENT

(£10,362 to £11,514, Grade V)

Applications are invited from practising artists with suitable experience of teaching students in Fine Art. Appropriate organisational ability is a must.

## PRINCIPAL LECTURER

IN SCULPTURE

(£8,409 to £10,865)

A stimulating Sculpture is required for sculptors in working with metal. Additional knowledge of carving would be an advantage. The successful candidate will be responsible for the teaching of sculpture and for supervising the work of the staff in the Department. A degree in Fine Art is essential.

PLEASE QUOTE REFERENCE LP/130

Closing date is 14 days from the 14th July 1980 of this advertisement.

Application forms and further particulars from the Personnel Office, Liverpool Polytechnic, 3 Water Street, Liverpool L1 2DA. Tel: 051-708 6625, ext. 41.

PAISLEY COLLEGE  
SCOTTISH SCHOOL OF NON-DESTRUCTIVE  
TESTING (SSNDT)

## LECTURER 'A'

Salary Scale £5,503-£10,445  
(from 1/9/80-£5,905-£11,207)

There is a vacancy for a lecturer in the above school which provides courses ranging from the education and training level through APPROVAL STANDARDS IN NON-DESTRUCTIVE TESTING work, to DEGREE, POST-GRADUATE and MANAGEMENT level in quality engineering. Allied to this are active industrial projects, in instrumentation in microprocessor application to inspection systems, in specialist quality assurance services, and in the evaluation of inspection equipment for underwater applications. Degree level qualifications are required in the engineering, science or management disciplines, together with relevant work experience and a willingness to undertake a wide range of duties. The successful applicant should be able to assist in current activities and initiate new Q.A. developments, be keen to further his/her knowledge of the theory and practice of non-destructive testing and be capable of teaching to honours degree standard. Application forms and further particulars are available from the Personnel Officer, Paisley College of Technology, High Street, Paisley PA1 2BE (Tel: 041-887 1241 ext. 230) to whom completed forms should be returned within 10 days of the appearance of this advertisement.

## PAISLEY COLLEGE

DEPARTMENT OF ECONOMICS  
AND MANAGEMENT

Senior Lectureship in  
Accountancy/Finance

Applicants should have a good honours degree in a relevant subject and either a higher degree or professional qualification with appropriate industrial experience. The successful applicant will be expected to play a major part in the development of a new Finance Option in the D.A. Business Economics Degree (existing options are in Marketing and Management Studies) and to make a substantial contribution to departmental research.

Salary Scale (Senior Lecturer 'A') £9,709-£12,365: from 1/9/80 £10,417-£13,163.

Application forms and further particulars are available from the Personnel Officer, Paisley College of Technology, High Street, Paisley PA1 2BE (Tel: 041-887 1241, Ext. 230), to whom completed forms should be returned by 14th July 1980. (Informal inquiries may be made to Professor P. J. Sloan, Ext. 201)

The Polytechnic of Central London  
City of London Polytechnic

MSc in Modern  
Taxonomy

Starting in October, 1980, a broadly-based part-time course (evenings only) giving insight into current thinking on a wide range of topics, including numerical (computer-aided) and biochemical methods. Interest is not restricted to practising taxonomists and will include teachers and research workers from other disciplines. Animals, plants, and micro-organisms will be used as examples, where appropriate, to illustrate the principles of modern taxonomy, but the course does not concentrate exclusively on the taxonomic status of any particular organisms.

Applicants should have an honours degree (UK) with a pure or applied biological component or equivalent qualification. Applications from working taxonomists without such qualifications will also be considered. Further details and application forms from The Registry, School of Engineering and Science, 116 New Chesham Street, London W1M 8JS, Telephone 01-485 5811.



DEPARTMENT OF  
BUILDING & CIVIL ENGINEERING

## LECTURER GRADE II/SENIOR LECTURER

IN BUILDING MATERIALS & SCIENCE

Candidates should possess a degree and/or professional qualifications and relevant industrial experience in the construction industry. Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation). £7,092 to £8,271 (£7,285 to £8,822 recommended by Clegg plus the annual review currently under negotiation).

Application forms and further particulars from: Personnel Officer, The Polytechnic of Wolverhampton WV1 1LY. Telephone: Wolverhampton 27371 (24 lines Ansiphone).

## Leeds

## POLYTECHNIC

School of Accounting and Applied Economics

LECTURER II IN QUANTITATIVE  
METHODS IN BUSINESS AND  
SOCIAL SCIENCES

Applicants should possess a relevant degree and/or professional qualification with industrial or teaching experience in at least two of the following: Statistics, Business Mathematics, Operational Research, Computing, Systems and Data Processing.

Salary Scale: £4,851-£7,794.

Details from:

The Services Officer, Leeds Polytechnic, Calverley Street, Leeds LS1 3HE. Tel: 0532 462355.

Closing Date: 18 July 1980. Please enclose a.s.

## PAISLEY COLLEGE

DEPARTMENT OF ECONOMICS

## LECTURER IN

## LAND ECONOMICS

Applications are invited from suitably qualified persons to join the Department of Land Economics to assist with teaching for the B.Sc. in Land Economics.

Applicants should have a special interest in the Economics of the Property Market and Land Use.

Salary Scale £5,503/£10,445 (from 1/9/80 £5,905/£11,207) (Interim award).

Application forms and further particulars are available from the Personnel Officer, Paisley College of Technology, High Street, Paisley PA1 2BE (Tel: 041-887 1241, Ext. 230) to whom completed forms should be returned within 10 days of the appearance of this advertisement. (Informal enquiries may be made to Professor A. F. Millington, Ext. 285).

## LECTURER II/SENIOR LECTURER

IN

## ORGANIC CHEMISTRY

The successful applicant will be given the opportunity to teach at all levels within the Department but will be expected to spend the major proportion of the teaching time involved with the HNC and HND courses and their replacements. Salary scales are at present under review, but the maximum of the Senior Lecturer range at 1 September 1980 is expected to be approximately £10,000 per annum. Further details and form of application from The Assistant Director (Administration), Trent Polytechnic, Burton Road, Nottingham, NG1 4BU. Closing date: 14 July 1980.

## TRENT

## POLYTECHNIC

## NOTTINGHAM

## SHEFFIELD CITY POLYTECHNIC

## RESEARCH ASSISTANTS

DEPARTMENT OF COMMUNICATION ARTS

## PHOTOGRAPHIC HISTORY

The assistant would be expected to carry out research in the field of photographic history. Applicants should be graduates in art or a discipline related to photographic history.

## DEPARTMENT OF DESIGN

## COMPUTER AIDED DESIGN

A graduate in computing with an interest in Industrial Design and a knowledge of CAD systems. The successful applicant will be expected to assist in the teaching and practical work of the department. Further details and application forms from The Registry, School of Engineering and Science, 116 New Chesham Street, London W1M 8JS, Telephone 01-485 5811.

## LONDON

POLYTECHNIC OF THE

DEPARTMENT OF FINANCE

SENIOR LECTURER

IN FINANCE

Applicants should have a degree in Finance or a related subject and preferably a higher degree and/or a post-graduate certificate in Finance. Experience in teaching and/or research would be an advantage.

Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation).

Application forms and further particulars from: Personnel Officer, The Polytechnic of London, 100 Finsbury Square, London EC2A 4PU. Tel: 0771 300000, ext. 41.

## NORTH LONDON

POLYTECHNIC

DEPARTMENT OF FINANCE

SENIOR LECTURER

IN FINANCE

Applicants should have a degree in Finance or a related subject and preferably a higher degree and/or a post-graduate certificate in Finance. Experience in teaching and/or research would be an advantage.

Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation).

Application forms and further particulars from: Personnel Officer, The Polytechnic of North London, 100 Finsbury Square, London EC2A 4PU. Tel: 0771 300000, ext. 41.

EDWARD MILLER, Director of Education

Polytechnics  
continued

## LONDON

THE POLYTECHNIC OF

SCHOOL OF SOCIAL SCIENCES

AND BUSINESS STUDIES

LECTURER II IN

MODERN HISTORY

Applicants should have a degree in Modern History or a related subject and preferably a higher degree and/or a post-graduate certificate in Modern History. Experience in teaching and/or research would be an advantage.

Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation).

Application forms and further particulars from: Personnel Officer, The Polytechnic of London, 100 Finsbury Square, London EC2A 4PU. Tel: 0771 300000, ext. 41.

Closing date: 14 July 1980.

EDWARD MILLER, Director of Education

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POLYTECHNIC OF THE

DEPARTMENT OF FINANCE

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EDWARD MILLER, Director of Education

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POLYTECHNIC OF THE

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EDWARD MILLER, Director of Education

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POLYTECHNIC

DEPARTMENT OF FINANCE

AND BUSINESS STUDIES

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Application forms and further particulars from: Personnel Officer, The Polytechnic of Trent, Burton Road, Nottingham, NG1 4BU. Tel: 0532 462355.

Closing date: 14 July 1980.

EDWARD MILLER, Director of Education

## General Vacancies

## Opportunities in Technical

## Publications at Ferranti

## TECHNICAL AUTHORS

As part of our successful programme of expansion, we have vacancies for Technical Authors at Combrant in South Wales.

The work is concerned with the preparation of technical documents of varying complexity on both the Hardware and Software sides of our operation.

If you are an experienced Technical Author or a graduate with an interest in computers and a flair for writing, we would like to hear from you. Naturally, we would prefer you to have some experience of technical documentation, but this is not essential as full in-house training will be provided.

Ferranti Computer Systems Limited is recognised as one of the world leaders in Electronic Technology and has already announced its plans to build a superb, custom built £5.5 million systems design complex at Combrant. The first phase of which will be ready by the end of 1981.

If you are interested in joining a company which is forging ahead in the South Wales area, contact the Personnel Department, Combrant House, Llanelli, Carmarthen, G40 9JL. Please quote ref. C.G.S. 1185.

Application forms and further particulars from: Personnel Officer, Ferranti Computer Systems, Combrant House, Llanelli, Carmarthen, G40 9JL. Tel: 01292 544444, ext. 41.

EDWARD MILLER, Director of Education

Applicants should have a degree in Finance or a related subject and preferably a higher degree and/or a post-graduate certificate in Finance. Experience in teaching and/or research would be an advantage.

Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation).

Application forms and further particulars from: Personnel Officer, The Polytechnic of London, 100 Finsbury Square, London EC2A 4PU. Tel: 0771 300000, ext. 41.

Closing date: 14 July 1980.

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Application forms and further particulars from: Personnel Officer, The Polytechnic of London, 100 Finsbury Square, London EC2A 4PU. Tel: 0771 300000, ext. 41.

Closing date: 14 July 1980.

EDWARD MILLER, Director of Education

## Colleges of Further Education

FACULTY OF CREATIVE STUDIES  
CHIEF TECHNICIAN

The Chief Technician is directly responsible to the Executive Head of Faculty, to the provision of technical support services to meet the needs of 2,000 full-time students in the Faculty of Creative Studies, following a variety of courses ranging from basic craft to design technician and degree level.

The Chief Technician will be responsible for the organisation and control of approximately 18 Technicians covering a variety of specialist craft and design courses. The Chief Technician will be responsible for the organisation and control of approximately 18 Technicians covering a variety of specialist craft and design courses. The Chief Technician will be responsible for the organisation and control of approximately 18 Technicians covering a variety of specialist craft and design courses.

Applicants should have a degree in Design or a related subject and preferably a higher degree and/or a post-graduate certificate in Design. Experience in teaching and/or research would be an advantage.

Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation).

Application forms and further particulars from: Personnel Officer, The Polytechnic of London, 100 Finsbury Square, London EC2A 4PU. Tel: 0771 300000, ext. 41.

Closing date: 14 July 1980.

EDWARD MILLER, Director of Education

Applicants should have a degree in Design or a related subject and preferably a higher degree and/or a post-graduate certificate in Design. Experience in teaching and/or research would be an advantage.

Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation).

Application forms and further particulars from: Personnel Officer, The Polytechnic of London, 100 Finsbury Square, London EC2A 4PU. Tel: 0771 300000, ext. 41.

Closing date: 14 July 1980.

EDWARD MILLER, Director of Education

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Salary: £6,400 to £7,685 (£5,229 to £8,436 recommended by Clegg plus the annual review currently under negotiation).



## Colleges of Higher Education continued



Harrow College  
of Higher Education

### FACULTY OF ART AND PHOTOGRAPHY School of Photography

#### Lecturer II in Multi Media Presentation

Applicants are invited for this post from experienced persons who are interested in further developing studies in audio-visual communications at degree and diploma level. Applicants will be required to demonstrate their ability to teach the creative use and evaluation of these media, in particular tape-slide programmes.

### FACULTY OF BUSINESS AND MANAGEMENT School of Business and Social Studies

#### Lecturer II in Banking

To join a team concerned with the teaching and administration of Banking courses. Students are prepared for BEC, AIB and the Financial Studies Diploma qualifications. Ability to teach Applied Economics and/or Finance of International Trade would be an advantage.

#### Lecturer I in Business Studies

To join a team of staff concerned with the teaching and administration of BEC Courses (National and Higher National). Applicants should be able to teach at least one of the following subjects: Economics, Accounting, Business Administration. Applicants will be graduates and/or professionally qualified with business and teaching experience.

### School of Management and Professional Studies

#### Lecturer I in Secretarial Studies

Required for Senior Secretarial Courses. Preference will be given to applicants with qualifications (graduate and/or professional) enabling them to offer a range of secretarial/business/professional studies. Applications will be particularly welcome from candidates with experience as secretarial linguists or in personnel management.

### FACULTY OF SCIENCE AND TECHNOLOGY School of Engineering

#### Principal Lecturer in Microelectronics

Two persons appointed will be required to take an active part in both the development and teaching of microelectronics. The development work will involve hardware, software and curricula material. Applicants should be graduates and have experience in further/higher education.

#### Lecturer I in General and Communication Studies

To teach English/Communications and General Studies on a wide range of courses in the Faculty. Applicants should be of graduate status and preferably professionally qualified.

Salary Scales (under review) Principal Lecturer £8,400-£10,800 + £800 London Weighting Lecturer I £3,777-£5,490 + £800 London Weighting Lecturer II £2,461-£2,794 + £800 London Weighting

Application forms are available on request and should be returned to the Principal within fourteen days of the appearance of this advertisement at Harrow College of Higher Education, Northwick Park, Harrow HA1 3TP, Middx. or telephone 01-884 5422, ext. 232.

## Research Posts



Faculty of Technology  
Department of  
Mechanical Engineering

### RESEARCH ASSISTANT

#### CONVECTIVE COOLING OF A FINNED GEARBOX

Applicants are invited from candidates who are engaged in design, development, research or teaching in the field of convective cooling of finned surfaces.

The investigation is being carried out by members of the West of England Research Group and the Department of Mechanical Engineering at Plymouth Polytechnic.

Research Assistants are normally required to assist in the design, development, research or teaching in the field of convective cooling of finned surfaces. The work will involve the design, development, research or teaching in the field of convective cooling of finned surfaces.

Applicants should be graduates or have equivalent qualifications. They should have experience in the design, development, research or teaching in the field of convective cooling of finned surfaces.

Applications should be sent to the Principal, Faculty of Technology, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

### RESEARCH ASSISTANT

#### FOR A STUDY OF INCOMES DURING THE LIFE CYCLE

The Policy Studies Institute requires a young Research Assistant with recognized qualifications in economics and statistics and knowledge and experience of computing to help a small team engaged in a study of the distribution of income and the redistributive effects of taxes and benefits over the life cycle.

Required qualifications include: a sound knowledge of economics and statistics, accuracy and speed in organizing and analysing a large volume of data, and familiarity with SPSS. The work could be full or part-time and the study should be completed by June, 1981. Other opportunities may follow. Salary, on university scales, depends on age and qualifications.

Please send full personal particulars and names of two referees to: J. L. Nicholson, Policy Studies Institute, 1 to 2 Castle Lane, London SW1E 6QR.

### BIRMINGHAM

#### THE UNIVERSITY

##### SCHOOL OF ECONOMICS

##### RESEARCH ASSISTANT

##### RESEARCH ASSISTANT

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##### RESEARCH ASSISTANT



The Muslim Institute

The Director, Dr Kalim Siddiqui, wishes to appoint a

### Research Assistant

to assist him in studies concerned with the international relations of the Islamic world. The applicant must be a Muslim and recent graduate in economics/politics/international relations or a related field. Write to him at

The Muslim Institute  
6 Endeavour Street  
London WC1H 0DS

### BELFAST

#### THE QUEEN'S UNIVERSITY

##### RESEARCH ASSISTANT

##### RESEARCH ASSISTANT

##### RESEARCH ASSISTANT

##### RESEARCH ASSISTANT

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## Overseas continued



Western Australian Institute of Technology  
School of Business and Administration

### HEAD OF GRADUATE STUDIES (Ref. 332)

Provide academic and professional leadership to co-ordinate and develop the School's Post-Graduate Diploma and Master's Courses in the fields of Accounting, Business Management, Business Systems, Educational Administration, Public Administration and Financial Management. The School's post-graduate enrolments for 1980 exceeded 600 students. The successful applicant will also be expected to co-ordinate short courses in specialist areas to serve community needs.

The Head of Graduate Studies will be expected to co-operate with the School's academic Heads of Departments and the Head of Under-Graduate Studies to further the School's involvement with other educational institutions, business, industrial and professional bodies.

The successful applicant will have a relevant higher degree, industrial or business experience, and will have been actively involved in post-graduate teaching, research and administration. Salary: \$30,105 per annum.

Applications are invited for the above post supported by the Ministry of Agriculture, Fisheries and Food to work in the Department of Environmental Sciences with Dr Bancroft and O'Neill on the determination of total inorganic and organic arsenic, selenium and tellurium in selected foods, with particular emphasis on the development of methods to separate and identify organic arsenic compounds.

Preference will be given to applicants with interest or experience in one or more of the following: HPLC, electron microscopy, mass product chemistry.

The post is initially for one year with possible extension for a further two years.

Salary will be on the Burnham U Scale Points 23,186 to 25,539.

Application forms to be returned by Friday, 25 July, 1980, can be obtained with further particulars from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Applications: Details, including names and address of three referees, should be submitted in duplicate not later than 31 July 1980 to the Migration Officer, Western Australian House, 115 Strand, London WC2R 0AJ, from whom a brochure containing further information may be obtained.

When applying please quote reference number and make code H6.

### UNIVERSITY OF GUYANA

#### Institute of Development Studies

##### Vacancies—Caribbean Technology Policies Studies Project

The Institute of Development Studies, University of Guyana, and the Institute of Social and Economic Research, University of the West Indies, are jointly seeking to employ on a second phase of multi-disciplinary studies on Caribbean Technology Policy commencing October 1, 1980. A number of positions are in the process of being filled. Applications are invited for the following research post, tenable at the University of Guyana:

### Research Fellow (1)

The appointment is for two years and the researcher will be expected to undertake a study of the issues relating to the development of a Technology Policy in small, Caribbean-type economies. The successful candidate will have research experience in the area.

Salary scale (per annum): Research Fellow—UAS: GUY \$14,000 to \$48,000-\$14,760.00.

Benefits include housing allowance, gratuity at 20% of basic salary, contributory medical scheme and terminal leave. Anyone recruited from overseas will receive up to four (four) air fares from point of recruitment (i.e. for himself/herself, spouse and dependent children up to 18 years of age), limited round-trip air and a settling-in allowance.

Applications (three copies), giving name, date of birth, educational qualifications, with dates, degrees, degrees of three referees (one of whom must be present or last employer where applicable), must reach the Personnel Officer, University of Guyana, P.O. Box 641, Georgetown, Guyana, before July 25, 1980.

The successful candidate should be prepared to commence duties on January 1, 1981. Applications should reach the University of Guyana by July 25, 1980.



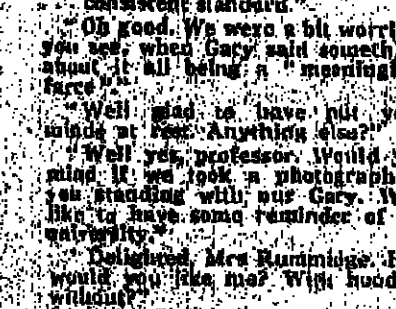
DEPARTMENT OF APPLIED SCIENCE</







## Flowers' report on London medical education



we are firmly willing to state that the information is wrong and that the provision of washbasins, latrines, showers and baths in the college's student accommodations does not fall below the standards recommended by the Department of Education and Science quoted in your article.

Yours faithfully,  
PROFESSOR L. A. SHERIDAN,  
Acting Principal  
C. J. R. JONES,  
President of the Students Union  
University College Cardiff

radical liberal objection to the placement of equality of opportunity with an equality of reward. The radical liberal case is that there are no "costs" to the unsuccessful in a *laissez faire* society, or higher rewards for the successful. Moreover, the maximizing of rewards for the enterprising ruins the general standard of living, that there are in effect substantial if indirect rewards for the unsuccessful as well.

less successful members of the class. Since the latter are the most in need, they always suffer a more dramatic drop in their living standards than the former. Therefore, the radical liberal conclusion that their efforts must be that the social democrats, while apparently championing the cause of the underdogs, lessen their only possible hope of bettering themselves.

This is surely the lesson which the egalitarian policies pursued in this country since the war have last taught us. As a result of a policy of universal standard

Yours faithfully,  
**PROFESSOR FREDERIC JONES**  
 Department of Italian Studies,  
 University College, Cardiff.

Letters for publication should be as short as possible and should be written on one side of the paper, etc. The editor reserves the right to accept or amend them if necessary.

HIGHER EDUCATION SUPPLEMENT  
New Printing House Square, London WC1X 8EZ. Telephone 01-837 123

teaching, increase opportunities for training girls, to produce materials for European studies, and expand the access of students to institutions of higher education in the Common Market.

The founding fathers of the European Community had nothing at all to say about education. There is no mention of the subject in the 1957 Treaty of Rome. Yet Dr. Guido Sommer, the education commissioner, is clearly right when he told

Europeans' students have been forced to hurdle for so long. Of course the programme is small beer, not even half a glass of wine: it will cost £90 over five years, but then standardisation admissions' policies, rates of fee, and the quality of degrees, need not cost much.

But the programme itself is stalled on an amber light and it is one of the more unsavoury aspects of Euro-politics that a popular programme with vast potential can be beached on any old rock. In this case it is the domestic politics of the Danes who insist that any

rainy start flashing soon, but it is already eight years since Cunnison. Market leaders first talked of improving the "human condition," as well as the economic condition, and four years since the last meeting of EEC education ministers when the principles were first mapped out. Although the political agreement last week must be welcomed, and the teams in Brussels congratulated for patient work, and the Danes not unduly blamed for yet one more hold-up, there is still a great deal of work needed to turn

Third, to offer a real career ladder for research workers would attract first-class people. The problem of the second-class citizen would disappear. There would be no more leap-frogging projects, none of which is ever properly finished.

to be issued, if this process flows down the flow of people and ideas around the system, stresses conditions of service rather than output and favours group solidarity rather than individual productivity. A better balance is needed; as it is the funding of research, general. A continuing flow of soft money for projects on to a hard money base weakened by inflation, uncertain about overseas student fees and the effects of demographic downturn. unlikely to be of real long-term benefit to the quality of research.

We are jointly writing to state that the information is wrong and that the provision of washbasins, lavatories, showers and baths in the college's student accommodation does not fall below the standards recommended by the Department of Education and Science quoted in your article.  
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ing, increase opportunities for training girls, to produce materials for European studies, and extend success of students to institutions of higher education in the Commonwealth.

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